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PHYSICAL EDUCATION TEACHER EDUCATION (PETE) PRE-SERVICE TEACHERS' ATTITUDES, VALUES, AND BELIEFS SURROUNDING TEACHING PHYSICAL EDUCATION

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by

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Physical Education Teacher Education (PETE) Pre-Service Teachers Attitudes, Values and Beliefs Surrounding Teaching Physical Education

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Teachers' beliefs influence their perceptions and judgments about teaching and learning. Pre-service teachers (PSTs) often enter teacher preparation programs with preconceptions or beliefs that often affect their receptivity to teacher education. While there is widespread acceptance as to the importance of examining teacher belief structures, relatively few current studies have focused on the value orientations and self-efficacy beliefs of pre-service physical education teacher education (PETE) students. **Purpose:** The purpose of this study was to examine PSTs' beliefs regarding teaching physical education on entry into to a PETE program and throughout various phases of the pedagogical sequence. **Methods:** The current study employed mixed-methodologies in an attempt to capture information from three different cohorts of PSTs at multiple time points within their PETE program. Data were collected during the semester using a demographic survey, the Value Orientation Inventory-2, the Physical Education Teaching Efficacy Scale (PETES), and semi-structured interviews. Data were analyzed inductively by data source and deductively when comparing all data sources. Profiles were created for each class cohort in an attempt to identify the value orientations, level of self-efficacy, change in value orientations and attitudes over a semester, and the change in self-efficacy over a semester. **Results:** Descriptive analysis of the VOI-2 survey showed cohort one and two were unsure

of their value orientations while cohort three PSTs who were enrolled in the student teaching practicum exhibited a high priority for the Discipline Mastery value orientation. Repeated measures ANOVA of the PETES scale revealed significant differences over time for all cohorts but not between cohorts. Qualitative results revealed all three cohorts exhibited defined attitudes and perceptions of physical education and gained efficacy in teaching over the course of the semester. **Discussion**: This case study of PETE within a single program suggested that there are specific attractors and repellers for those who elect to major in physical education and these ideas affect their beliefs. Accordingly, targeted recruitment strategies should be employed to entice the most qualified individuals into this profession. Findings suggested that PSTs perceived secondary physical education as non-academic and therefore teacher educators need to question their effectiveness of altering PSTs' apprenticeship of observation and associated subjective warrants, despite evidence of some evolution. Teacher educators also need to address the tensions between focusing on sport-oriented content or health-oriented content, as the teacher and coaching role conflict continues to plague future teachers.

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CHAPTER ONE: INTRODUCTION

The beliefs teachers hold influence their perceptions and judgments about teaching and learning. In this standards-based, student achievement oriented era, there has been an increased focus on how individuals learn to teach and the role that beliefs and attitudes contribute in that process. Pre-service teachers (PSTs) or those studying to become K-12 physical education teachers do not enter teacher education programs unfamiliar with the educational process, but rather with thousands of hours of observational experience in classrooms during their K-12 schooling. These experiences contribute to the development of PSTs preconceptions or beliefs about what it means to teach (Lortie, 1975; Lawson, 1983; Pajares, 1992), and often influence their receptivity to teacher education.

Pre-service teachers are not just simply formed or socialized by their lifetime of experiences; they are active participants in interpreting and acting on these experiences (Shempp & Graber, 1992). Such interpretations form the belief structures through which PSTs' view their professional education programs. Beliefs have been defined as tacit assumptions about classrooms, students, and curriculum, positing that teacher beliefs lie at the heart of teaching (Kagan, 1992). These beliefs also are propositions that individuals hold to be true; they can be either learned implicitly or taught explicitly at any time during life (Pajares, 1992), and have been described as educational value orientations (Ennis, 1992; Ennis & Chen, 1995). Because PST beliefs cannot be separated from their personal socio-historical past, there is consensus among many educational researchers that pre-service teacher predispositions stand at the heart of becoming a teacher (Lortie, 1975) and that teacher preparation programs cannot afford to ignore them (Pajares, 1992).

PSTs often use previous experiences as screens or filters as they assimilate information received into their already developed belief systems (Doolittle et al., 1993). The challenge for teacher educators is that PSTs form their beliefs about teaching and learning early and that these beliefs are highly resistant to change (Doolittle et al., 1993; Kagan, 1992; Lawson, 1986a; Pajares, 1992). Because PSTs' preconceptions of teaching physical education are based on observations from a variety of socializing interaction they can be incomplete and even flawed and counterproductive. In some instances these existing beliefs can form barriers that prevent pre-service physical education teachers from developing the characteristics needed to become a quality physical education teacher.

Understanding PSTs' belief structures has been deemed important to improving teacher education programs and teaching practices (Ennis, 1996; O'Sullivan, 2003; Pajares, 1992). Rovegno (2003) suggested shifting the focus from instructional strategies and teaching behaviors to the beliefs and perspectives that prompt teachers to use these instructional strategies and to exhibit the ideal teaching behaviors. Lawson (1983a) suggested that if we had a better understanding of characteristics of PSTs and their corresponding beliefs about teaching, schooling, and physical education, that we may be able to better design, sequence, and present professional content to ensure a more viable teacher education program.

While there is widespread acceptance as to the importance of examining teacher belief structures, relatively few current studies have focused on the value orientations and self-efficacy beliefs of pre-service physical education teacher education (PETE) students. Therefore the purpose of this study is to examine PSTs' beliefs regarding teaching

physical education on entry into to a PETE program and throughout various phases of the pedagogical sequence. Armed with this understanding, teacher education programs can invite PSTs to express their pre-program experiences and beliefs, while also creating experiences where some beliefs are challenged thus helping PSTs reorganize and restructure their conceptions about teaching and learning physical education.

Research Questions

This research study was based on three guiding questions:

Question 1: What are the value orientations of PSTs at various stages in the planned sequence of pedagogy courses?

Question 2: How self-efficacious are PSTs toward teaching physical education?

Question 3: How do self-efficacy and value orientations change through the planned sequence of pedagogy courses?

Significance of the Study

Teacher educators are often confronted with the difficulties of helping PSTs acknowledge and understand their belief systems, as well as possibly altering beliefs that have the potential to interfere with learning about teaching. Doolittle et al. (1993) thought valuable insight could be gained by attempting to identify specific instances during training when PSTs begin to adopt program ideologies or they begin to experience shifts in their own beliefs about teaching and learning. If teacher education programs are expected to impact what PSTs believe, intend and do, they must first find out what beliefs students bring with them to the teacher education program, reorganize and restructure any

misconceptions about teaching physical education, and implement newfound understandings and methodologies.

Few studies have examined the beliefs and value orientations of PSTs, and there is even less research on what point during the PETE program PSTs' orientations change. The majority of research that has been conducted has examined a single physical education methods course during one semester. The proposed study will employ mixed-methodologies in an attempt to capture information from three different cohorts of PSTs at three different time points within their PETE program. Given the paucity of research in this area, this research will contribute to the large body of literature and inform pedagogical practices for physical education teacher educators and provide guidance to more effectively structure courses and field experiences within the PETE program.

Theoretical Framework

Two theoretical frameworks will be used to examine the attitudes and beliefs of pre-service physical education teachers and how they learn to teach: occupational socialization theory and self-efficacy theory. Occupational socialization theory has been defined as all of the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers (Lawson, 1986a). A focus of this research study will be aimed at examining pre-service physical education teachers past socializing influences and their beliefs about teaching physical education.

Self-efficacy, a key concept in social cognitive theory, is defined as the beliefs one has concerning the level of competence they expect to display in a given situation

(Bandura, 1997). More specifically, teacher efficacy has been defined as the extent to which a teacher believes he or she has the capacity to affect student performance (Tschennen-Moran and Hoy, & Hoy, 1998). Since teacher efficacy is considered a key component in student learning, a second focus of this research study surrounds the understanding of the self-efficacy scores of pre-service PETE students in relation to teaching physical education. The body of literature supporting these constructs justifying the methods employed in this study is presented in Chapter 2.

CHAPTER TWO: LITERATURE REVIEW

This chapter will focus on the research surrounding the beliefs and perceptions of PSTs as it relates to teaching physical education, curricular value orientations, and self-efficacy toward teaching physical education. These beliefs will be examined through the theoretical frameworks of occupational socialization and social cognitive theory.

Teacher Beliefs

The beliefs teachers hold influence their perceptions and judgments about teaching and learning. Researchers have long felt that another perspective is required from which to better understand teacher behaviors, instead focusing on the things and ways that teachers believe (Kagan, 1992; Pajares, 1992; O'Sullivan, 2005; Tsangaridou, 2006). The underlying rationale of beliefs systems and teaching is the idea that beliefs influences perceptions, judgments, and decision-making; all inherent responsibilities of teachers. Because pre-service teacher beliefs cannot be separated from past socializing influences, there is consensus among many educational researchers that pre-service teacher predispositions stand at the core of becoming a teacher (Lortie, 1975) and that teacher preparation programs cannot afford to ignore them (Kagan, 1992; Nespor, 1987; Pajares, 1992). Rovegno (2003) suggested shifting the focus from instructional strategies and teaching behaviors to the beliefs and perspectives that prompt teachers to use these instructional strategies and to exhibit the ideal teaching behaviors. Rovegno also points out, 'to understand good teaching, we need to study what good teachers thought, knew, and believed' (p. 295).

Understanding PSTs' belief structures has been deemed important to improving teacher education programs and teaching practices (Ennis, 1992b; O'Sullivan, 2003; Pajares, 1992). According to Kagan (1992) teacher beliefs are important considerations to make as it relates to designing teacher education programs to help both prospective and in-service teachers develop their thinking and practices. Paese (1987) argued that it is crucial for teacher educators to understand the feelings, attitudes and perceptions of interns as they progress through teacher preparation and several scholars have suggested that teacher beliefs be brought to light, discussed, tested, and perhaps reframed during teacher preparation programs in order to make significant changes to teaching and schooling (Ennis, 1996; O'Sullivan, 2005; Kagan, 1992; Pajares, 1992). Darling-Hammond (2006) pointed out beliefs must be identified and decomposed or PSTs will "never learn to incorporate other kinds of knowledge or develop needed skills" (p. 36).

Defining Beliefs

While the importance of understanding teacher beliefs has not been disputed, defining beliefs, however, has been elusive. Several research paradigms targeting the study of beliefs and belief structures, have inconsistently applied terminology surrounding teacher beliefs. For example, some researchers employ terms such as teachers' perspectives (Hutchinson, 1993), conceptions (Curtner-Smith, 1997; Graham, Hohn, Werner & Woods, 1993) or orientations (Ennis, 1992). In his review article, "teachers' beliefs and educational research: Cleaning up a messy construct", Pajares (1992) proclaimed that the construct of beliefs is rarely, clearly defined in educational discourses. Kagan (1992) defined teacher beliefs as tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught. While

Pajares (1992) has defined beliefs as propositions that individuals hold to be true, thus arguing beliefs can be learned implicitly or taught explicitly at any time during life. The one common element in all definitions is the distinction between belief and knowledge; whereby a belief is based on evaluation and judgment, knowledge is based on objective fact. Pajares (1992) includes knowledge as a component of beliefs and suggests they are inextricably intertwined. Some scholars have even gone so far as to suggest that beliefs are more influential than knowledge in determining how individuals organize and define tasks as well as solve problems, because beliefs are strong predictors of behavior (Nespor, 1987). Pajares (1992) suggests that clusters of beliefs, when organized around an object or situation and predisposed to action, become an attitude. The interconnectivity between beliefs and attitudes is what forms an individual's belief system, which guides value-based decision making (Pajares, 1992).

Pajares (1992) outlines several fundamental assumptions about pre-service teacher beliefs. First, beliefs are formed early in life and tend to be self-perpetuating and persevere, despite begin challenged. Second, beliefs are filters through which new information is interpreted. Third, the earlier a belief is incorporated into a belief structure, the more difficult it is to change. It seems core beliefs, the strongest ones, are each related to many others and are the most difficult to change. Fourth, belief change during adulthood is relatively rare as individuals tend to adhere to beliefs even if they are incorrect or incomplete. Overall Pajares supposes that individuals have a tendency to build causal explanations surrounding the aspects of those beliefs, and in turn reinforce the original beliefs.

Inconsistent application of research methods has hampered the progress within the study of teacher beliefs (Pajares, 1992.) Capturing the essence of beliefs is problematic because the evidence is subtle and indirect, and it must be gathered over long periods of time to show stability or evolution (Doolittle, Dodds, & Placek, 1993). Ennis (1994) observed that beliefs are more difficult to measure directly than is factual knowledge because an individual's beliefs are often inferred from statements, actions or inactions. Because beliefs are specific enough to be reasonably operationalized and more easily measured, investigating teacher beliefs in specific constructs such as a specific content area or self-efficacy, lend themselves more readily to educational research (Kagan, 1992). Researchers however, must first define *belief* and determine how this meaning will differ from that of similar constructs. Accordingly, this researcher has selected *teacher beliefs* and *value orientations,* as the terminology that will be applied in this review.

Occupational Socialization Theory

In the literature three major categories of experience are identified as influential in the development of beliefs about teaching: experiences as pupils in schools, life experiences, and professional teacher education preparation (Tsangaridou, 2006). Many researchers have used the occupational socialization theoretical framework to examine the attitudes and beliefs of pre-service physical education teachers and how they learn to teach (Curtner-Smith, 1997, 2001; Curtner-Smith et.al, 2008; Lawson, 1986a). Because of the growth of teacher socialization research through the years we can depart from the traditional notion that teacher socialization begins with higher education and continues when people start teaching. We now know that teacher socialization can begin at birth,

will traverse through many stages, and be influenced by socializing agents, all of which have a tremendous impact on teacher development (Lortie, 1975, Lawson, 1983a, 1983b).

Occupational socialization theory is the one most cited in teacher socialization research when it comes to examining the socialization process of teachers and the contexts in which they work. Lawson (1986a) defined occupational socialization as "all of the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). Lawson (1983a) isolates three kinds of socialization that are important for teachers: acculturation, professional socialization, and organizational socialization, all of which occur simultaneously. Each kind of socialization proceeds on the basis of interaction and learning, and includes interplay among humans, their socializing experiences, agents, and settings. Given the importance of occupational socialization contextual factors such as one's experiences as pupils in schools, life experiences, and professional teacher education preparation should be considered and accounted for during the study of teacher beliefs. In the following review, each kind of socialization as well as related research will be discussed in more detail.

Research on Teacher Socialization

In this standards-based, student achievement oriented era, teachers and teacher educators have come under much scrutiny in recent years. As a result of this attention the educational research community has been focused on the process of learning to teach and the role that socialization plays in that process. The wealth of data on the stages of teacher socialization indicates just how important the process is by providing insight on

how teachers learn to understand and fulfill their professional responsibilities. Teacher socialization is defined in many ways, but it can generally be condensed to mean a process of change whereby individuals become members of the teaching profession, as a result of sub-cultural group influences and structured experiences (Lortie, 1975).

Acculturation

Much of the research examining recruitment into the teaching profession is grounded in the paradigm of occupational choice and the concept of anticipatory socialization, which Western & Anderson (1968) described as the process of developing professional beliefs. Embedded within this construct is the notion that certain sociocultural and psychological factors combine to influence or facilitate one's decision to enter a given field. During the acculturation stage, which begins at birth, the experiences and ideas individuals hold about teaching serve both to attract and to facilitate them toward careers in teaching. Acculturation is the most powerful form of socialization a teacher experiences, and this ongoing process continually influences PSTs well before entry into any professional program (Lawson, 1983a). Experiences within physical education and sport as well as the interactions with the individuals who direct these activities are of prime importance (Dewar & Lawson, 1984; Doolittle, Dodds, & Placek, 1993; Hutchinson, 1993).

Biographical research on teachers' lives and socialization research has shown that PSTs do not enter teacher education institutions unfamiliar with the educational process, but rather with thousands of hours of experience in classrooms. Lortie's (1975) "apprenticeship of observation" concept suggests that many beliefs teachers hold about

teaching originate from personal experiences as students. This concept highlights the importance the many years of observation and interaction students have with their teachers impact their perceptions of the teaching role. In the 12-15 year time period prior to entering college teacher education programs, students spend approximately 13,000 hours in direct contact with teachers and coaches, observing what they do and say and learning about the everyday routines and rituals of teaching. During this time, individuals develop meanings for the knowledge, values, attitudes, beliefs, skills, and interests that are both particular to their school community and characteristic of teacher roles.

Not everyone who experiences this apprenticeship of observation becomes a teacher however. Individuals choose careers for a myriad of reasons, as many factors play a role in a person's decision to teach physical education. Through years of socialization, PSTs develop a "subjective warrant", or perceptions of what skills and abilities are needed for entry into the profession (Lortie, 1975). These perceptions are informed by personal biography, significant others, social events, and school experiences. In a study examining secondary school students' subjective warrants for physical education, Dewar (1984) identified students who were highly skilled and who were high achievers in physical education and sport. Working with the assumption that socialization through sport was an important facilitating experience she found that most shared the view that physical education was a teaching career that involved learning how to play sports and games and teaching them to others.

During the acculturation process, beliefs about teaching serve both to attract and to facilitate individuals toward careers in teaching (Hutchinson, 1993). Attractors have been defined as those things that individuals find appealing such as money, prestige or

power. Lortie (1975) described five themes that attract people to teaching: a) interpersonal, a desire to work with young people; b) service, a wish to contribute to society by working with youth; c) continuation, a need to continue to work in the school environment that is both familiar and comfortable; d) time compatibility, a want for numerous holidays and long summer vacations, and e) material benefits, a desire for money, prestige, and security. Sports and physical activity participation can be seen here as an attractor, because for prospective physical education teachers, it would be a continuation of their previous experiences.

Facilitators are also present in the acculturation process. Facilitators have been defined as those significant people and experiences that influence individuals to seriously consider careers in teaching physical education. Parents, siblings, peers, coaches or physical education teachers can all influence how prospective teachers view teaching and influence their decisions to enter teacher training programs. The ease of entrance into physical education teacher programs as well as academic standards, length of training program and cost of attendance can also be construed as potential facilitators to career choices (Templin, Woodward, & Mulling, 1982). Early research found that physical education PSTs generally had mediocre academic records coupled with the apparent low entrance requirements of many physical education programs thus the comparative ease of entry into programs of physical education may serve to attract PSTs who have relatively poor academic records (Lawson, 1983a).

Much of the empirical evidence supports the idea that many people who choose physical education as a career have had positive experiences in sports and physical education and their coaches and physical education teachers were role models for them

(Stroot, 1996). Sport socialization, occurring through first-hand experiences in elementary and secondary school programs, and the influences of significant others appear to be especially instrumental in the development of a subjective warrant (Lortie, 1975). Lawson (1983a, 1983b) theorized there were two kinds of PSTs that were produced by the acculturation process, those with a coaching orientation and those with a teaching orientation. For coaching oriented PSTs, teaching physical education was a career contingency, and their focus was on coaching extracurricular sport. For teaching oriented PSTs however, it was just the opposite, coaching extracurricular sport was a career contingency as their main focus was on teaching physical education. The importance of Lawson's theory is overwhelming as it relates to the emphasis placed on quality physical education. PSTs committed to high level sport were likely to reject the values and practices espoused within high quality physical education teaching programs (PETE), while teaching oriented PSTs were more likely to accept the practices and beliefs espoused in quality PETE programs.

Hutchinson (1993), for example conducted interviews and role-playing activities with 10 high school students who intended to become physical education teachers. She found that these students had narrow but well-conceived beliefs about physical education and viewed teaching as a career contingency for coaching. Their perspectives reflected the classic custodial belief system held by many teachers and if left unchanged could perpetuate a teaching force already facing countless stereotypes. A large study with over one thousand respondents conducted by Dodds et al. (1991) examined physical education teacher/coach (TC) PSTs' personal attributes, sport participation background, and the influence of significant others on occupational choice. Within a social-systems

framework, a 51 item questionnaire was developed to compare TC recruits on these variables with recruits in other sport-related (ORs) occupations. The descriptive results found in general that the TC PSTs and the ORs shared some similar personal attributes, but had different gender proportions and high school academic backgrounds. Both groups had extensive backgrounds in sport, but the TC PSTs participated more at the high school and collegiate level. The two groups most influential others differed as well, and it was no surprise that physical education teachers and coaches were the most significant other who influenced the TC PSTs' occupational choice. The data from this study confirmed the importance of sport socializing influences on occupational choice.

In contrast, a study by O'Bryant et al. (2000) investigated what shaped prospective physical education teachers and what their beliefs about physical education teaching and teachers were. The eight participants in the study were enrolled in a M.Ed. program in a Holmes institution and were older than traditional college students. More importantly, the participants also had previous career and educational experiences in areas other than physical education. In general, the researchers found prospective physical education teachers were attracted to the field by the love of the content and the dynamics of working with young people. The findings suggested that for those teachers involved in the study, they were most interested in teaching over coaching. Further, the teachers understood their role as a physical educator was to help students understand the importance of physical activity, contribute to the development of all students' self-esteem and implement lessons that made sure all students were active in some way during class.

The backgrounds and beliefs of PSTs regarding the purpose of physical education have also been examined. Placek et al. (1995) designed a study that used a large national

sample to describe PSTs' physical education backgrounds and beliefs about the purpose of physical education. Background data found that most PSTs had enrolled in formal physical education classes and had participated in athletics. These PSTs described their programs as focused on traditional team sports and games with less emphasis on individual sports or non-competitive activities. When asked what they thought the purpose of physical education was, most said learning motor skills, playing a specific activity and developing physical fitness. The researchers concluded the PSTs' beliefs about physical education were shaped through socialization influences from their K-12 schooling and these messages probably provide even more powerful messages that those of university-based educators (Placek et al., 1995). A similar study examined Greek pre-service physical education teachers' personal attributes as well as sport participation and social situation backgrounds (Chatoups, Zounhia, Hatziharistos & Amoutzas, 2007). The results revealed how personal attributes of the PSTs including gender, parent education and occupation, and high school background, influenced their perceptions about becoming a physical education teacher. These findings corroborated the findings of previous research (Dodds et al., 1991). Students' lower grade point averages supported the hypothesis of Dewar and Lawson (1984) that physical education PSTs with low grade point averages may be attracted by physical education programs because of their low entry requirements. Also in line with previous research (Dodds et al., 1991; Hutchinson, 1993; Placek et al., 1995), influences from sport-participation situations may explain why Greek physical education PSTs chose teaching physical education as a profession.

Readiness to begin a teacher education program may also be a factor. Griffin and Combs (2000) examined the perceptions of physical education interns on their beliefs

about the role of the physical education teacher, their readiness for the student teaching practicum, and the consistency of their desire to become physical education teachers during the planned sequence of pedagogy courses. Their findings supported the view that an individual's beliefs are deeply ingrained and neither teacher education programs nor teaching experiences significantly alter them. The researchers found that the interns either lacked knowledge about the purpose of teaching physical education or held significant philosophical differences, which was contributory to the process of acculturation.

Finally, a recent study by McCullick, Lux, Belcher, and Davies (2012) illustrated the 21st century PETE major from an evolutionary perspective. Using an open-ended questionnaire based on a review of the last 30 years of research on PETE students, the researchers examined PSTs' views of the purpose of physical education, reasons for entering the profession, physical education teacher responsibilities, and the coaching/teaching relationship. Supporting previous research (Dodds et al., 1991; Hutchinson, 1993; Placek et al., 1995; Curtner-Smith, 2001) it was discovered that the participants' lifestyle and professional goals appeared to be complimentary, for being a physical education teacher was an extension of their personal identity as physically moving entities (be it a sporting or a fitness orientation). Therefore teaching physical education would allow them the latitude to most easily continue this feature within their life. When the PSTs were directly asked to compare and contrast the jobs of teaching physical education and coaching sport they appeared to have disconnected and superficial views of teaching and coaching unlike those in a previous study (Matanin and Collier, 2003). A seemingly drastic shift from the findings of two generations ago (Bain and Wendt, 1983) the PETE students in this study who see teaching and coaching as two

distinct jobs run a heightened risk of suffering from teacher-coach role conflict and that can lead to placing more value and effort toward one of the jobs. Unfortunately for physical education and the students who are receiving it, it is understood where that increased value and effort go, and it is usually to coaching (McCullick et al., 2012).

O'Sullivan (2005) summarized the major research findings in this area by stating "the dominant view of new PSTs is that they perceive physical education as being primary skill oriented, prefer coaching to teaching, and are more conservative than other teachers" (p.5).The influence of early socializing experiences carries far into a teachers' career and provides a continuing influence over the pedagogical perspectives, beliefs, and behaviors of prospective physical education teachers (Schempp & Graber, 1992). Lawson (1983a) suggested that if we had a better understanding of characteristics of PSTs and their corresponding beliefs about teaching, schooling, and physical education, that we may be able to better design, sequence, and present professional content to ensure a more viable teacher education program. Doolittle et al. (1993) also added that it is vital to explore and understand pre-service teacher beliefs because "beliefs filter what PSTs learn during formal training, most by adopting ideas that fit their beliefs and ignoring those that do not" (p. 355). As a justification of continued research, an increased understanding of prospective teachers' perceptions and beliefs about teaching physical education may enable teacher educators to better socialize them for their role as physical education teachers.

Professional Socialization

Once a student decides on a teaching career, the first step toward formal preparation is selecting and entering a professional teacher education program. Therefore

the time an individual spends in a higher education setting or undergraduate program where they learn how to become a teacher has been defined as professional socialization. Lawson (1983a) described professional socialization in physical education as "the process where teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for teaching physical education" (p.4). In general four components influence the professional socialization process within teacher education programs; foundational sub-disciplinary coursework, curriculum and instruction coursework, pedagogical content knowledge (PCK) coursework, and field placement experiences (Wiegand, Bulger & Mohr, 2004).

While the purpose of PETE programs is to prepare qualified teachers, the success of these programs has come into question. Some researchers have characterized PETE programs as generally the weakest form of socialization experienced by physical education teachers, and some research has shown that PETE programs appear to have little if any impact on PSTs' values and beliefs (Curtner-Smith, 1999; Lawson, 1983a; Placek et al., 1995). Lortie (1975) maintains that teacher education has little impact on altering the cumulative effects of anticipatory socialization and the knowledge and beliefs constructed from those years frequently causes conflict between what teacher educators want students to learn and what students believe is important to learn. PSTs' biography and subjective warrants are inextricable perspectives that are not easily overturned during the process of formal teacher education (Lortie, 1975; Dewar & Lawson, 1984; Lawson, 1986a). Crow (1988) found the identity the individual brought into the pre-service teacher education program was similar three years after becoming a full time teacher.

This identity included practices learned during the recruitment phase that did not reflect the theory or practice as professed by the pre-service teacher education program.

Outcomes from socialization research have indicated that the process of becoming a teacher is a dialectical one (Templin & Schempp, 1989) or a perspective that assumes the individual plays an active role in becoming a teacher. This view also recognizes that both societal institutions and societal influences play an important role in that process. Schempp and Graber (1992) support the notion that a dialectical process exists during what they perceive to be four selected periods of professional socialization, creating an internal tension between societal expectations and the individual inclinations of prospective teachers. They suggest when students enter formal teacher education programs, the dialectic increases as they negotiate beliefs and knowledge with teacher educators and with others responsible for their professional education. PSTs' present experiences continually challenge interpretations and assumptions from the past and demand some form of resolution and assimilation (Schempp & Graber, 1992). Often when conflict occurs students employ a variety of covert behaviors that enable them to retain their own orientation while making it appear that they are acquiring the prescribed orientation. For example, in her study of undergraduates in a PETE program, Graber (1991) found PSTs developed a "studentship" component that allowed them to progress through a teacher education program with greater ease, more success, and less effort. Studentship behaviors include taking shortcuts, projecting a self-image to the instructor that is not necessarily congruent with what they actually believe and even cheating. This studentship strategy allowed students some control over their preparation program and exemplifies the push and pull that occurs as ideas and beliefs from personal experience

are met by existing perceptions and expectations of the professional environment. This dialectic relationship has significant implications for teacher education programs because the degree which PETE students adopt desired dispositions toward the profession is largely determined by the negotiation that occurs within the individual (McCullick, Lux, Belcher, & Davies, 2012).

Evidence indicates that many PSTs enter teacher training with orientations that are described as falling on a continuum. One perspective is that PSTs have a teaching/coaching orientation (Curtner-Smith, 1997; Lawson, 1983), while other scholars suggest that PSTs also have a value orientation (which will be described later in this review; Ennis, 2002). Those who enter with coaching orientations view teaching physical education as a career contingency and see physical education teaching as the only viable route to becoming a coach (Curtner-Smith, 2001). Those who enter with teaching orientations are typically receptive to teacher training however pre-service training is unlikely to have a significant impact in altering the dispositions of those with strong coaching orientations. Studies in physical education have examined the influence of PETE programs on a variety of beliefs held by physical education teachers. Doolittle, Dodds, and Placek (1993) examined three PSTs' beliefs about purposes of physical education and good teaching from entry to exit in one teacher education program, documenting how these beliefs were affected by formal pre-service training. It was discovered that the subjects beliefs were well established when they entered the teacher education program and did not change significantly during their training program. When the PSTs rejected or adapted particular teaching skills supported by the education program this demonstrated how PSTs filtered new experiences through the screen of their

earlier belief system. They accepted practices that did not align with their belief system (Doolittle, Dodds, and Placek, 1993). The researchers added the PETE program was "simply not designed to help PSTs deliberately and directly confront their belief systems, either about subject matter or pedagogy" (p. 364).

In a comparison of PSTs from different universities, Graber (1995) discovered that PSTs believed the practicum experience was the most beneficial aspects of the program and the professional activity courses were significant to developing their subject matter knowledge. The PSTs did however, have difficulty making connections between the professional preparation courses and the knowledge they believed important to teach physical education. One final discovery of the study showed all the PSTs believed one particular teacher educator mainly influenced their beliefs about physical education.

Despite the importance of the findings to date, some researchers have advocated for longitudinal investigations of the process of learning to teach as a means to address the limitations of some research studies (Doolittle, Dodds, & Placek, 1993; Lawson, 1983; Templin & Schempp, 1989). Following this design, Graham, Hohn, Werner, and Woods (1993) conducted one of the first longitudinal studies in physical education to compare the teaching conceptions of groups of individuals affiliated with the same teacher education program. The term conceptions used in this instance refers to subjects' views, beliefs, values, attitudes, and the like relative to teaching. The researchers interviewed prospective physical education majors, student teachers who were half-way through their teaching practicum, and school based physical education teachers with varying levels of experience. The cumulative results from the study indicated that the conceptions of teaching of student teachers and in-service teachers were considerably

different from those of prospective PETE students. This study generally complimented Lortie's (1975) consensus of the power of the 'apprentice of observation' dynamic by illustrating how PETE students conceptions of teaching physical education were more generally and simplistically conceived, as well as more inconsistent, than those of the student teachers and in-service teachers. However, the findings of the student teachers and in-service teachers' conceptions reflected the orientation of the teacher education program thus contradicting Lortie's (1975) earlier work.

A longitudinal study examined three PSTs' beliefs as they evolved throughout a four-year teacher education program (Matanin & Collier, 2003). The specific aims of the research included examination of the participants' beliefs on teaching physical education, their past socializing influences, and their choice of content for both elementary and secondary physical education programs. Using qualitative data collection techniques, information was gathered from the PSTs on entry to the PETE program, during the pedagogical sequence, and upon exit from their student teaching practicum. Findings showed that the PSTs assimilated only part of the program messages on teaching physical education relative to content, teaching effectiveness, and the role of planning. The participants rejected the program philosophy on assessment of student learning outcomes and due in part to the impact of their biographies they were less likely to assimilate the teacher education program's messages about classroom management and the purposes of physical education. The researchers did find the preparation program played a role in the PSTs' assimilation of more sophisticated perspectives such as what content should be taught in elementary physical education, their views on the characteristics of a good teacher, and planning and instruction. There was also evidence that the subjects used past

experiences as screens or filters (Doolittle et al., 1993) as they assimilated information received into their already developed belief systems. As in other research on teacher beliefs (Curtner-Smith, 2001; Doolittle et al., 1993; Placek et al. 1995) biography played a critical role in the planned sequence of pedagogy courses of these participants by acting as filters to allow them to hang on to their strongest beliefs. PSTs' prior experiences in sport and physical education as well as other socializing factors may influence the recruits' beliefs about the purposes of physical education. Schools, through their sport and fitness-based physical education curriculum and attendance policies that excuse athletes from physical education, lead students to believe that sport and physical education are similar if not identical. Thus a focus on playing sports and games, and simply participating in sports and games is predictable insofar as PSTs are attracted to this experience and subsequently are influenced to reproduce this curriculum when they become teachers.

Teacher education and teaching orientations: Addressing misconceptions and influencing beliefs. Dislodging PSTs' orientations and beliefs is an immense undertaking (Doolittle, Dodds, & Placek, 1993). Based on the experiences PSTs bring with them into teacher training programs, students will already have strong beliefs as to what constitutes good teaching, and unfortunately, many of these beliefs will be misrepresentations of what is actually required of a modern physical educator. It would seem that unless PETE programs can encourage students to question these misconceptions about teaching and reinterpret their past experiences in physical education, PSTs may leave their preparation programs untouched by new knowledge and insights (Schempp & Graber, 1992). Kagan (1992) concluded that prior beliefs must, and

can be modified and reconstructed as a part of the process of professional growth. When PSTs' conceptions about teaching match those of teacher educators, the program has the strongest potential socialization influence on the trainees and is also a reflection of curriculum coherence (Placek & Dodds, 1988).

The PETE programs that succeed in changing many of the misconceptions and beliefs of teaching physical education are usually led by innovatively oriented, non-coaching, highly credible, specialist sport pedagogy faculty (Lawson, 1983a; 1986a). These programs also come to a consensus on what Lortie (1975) described as a "shared technical culture" (the knowledge and practices crucial for effective PE teaching) and about their program's professional ideology. While studying the positive effects of one university PETE program on the practices and perspectives of a beginning teacher with a strong teaching orientation, Curtner-Smith (2001) found that the teachers' acculturation and the PETE program can influence an individual's pedagogical philosophy and practices to a great extent. Further, negative workplace factors did not inhibit implementation of best teaching practices, instead it was possible for the individual to "teach as he had been trained even in the face of some serious situational constraints" (Curtner-Smith, 2001, p. 81).

Graham (1991) identified several dimensions of teacher education programs that have been documented to facilitate positive changes in the beliefs, behaviors, and attitudes of prospective teachers. These dimensions include: a shared vision to teacher education held by cooperating teachers, university supervisors, and students, an inquiry-based approach to teaching and learning, practical experiences that were grounded in the theoretical message espoused by the program, and a critical approach to curriculum and

instruction that focuses on social and moral dimensions of teaching. Strong PETE programs that have clear conceptual frameworks that include theory and practice will likely influence students' skill, knowledge and practice. These programs should also continually and systematically review and assess their curricula for effectiveness as well as design and implement more innovative models if necessary. Program assessment by PETE students is also an excellent way to gather essential information that can be used to continually improve the program.

Organizational Socialization

Organizational socialization has often been the theoretical framework used to support research on PETE students' entry into the workplace and it has been referred to as the impact the school culture has on in-service teachers from the time they take their first teaching position (Lawson, 1983b). According to Van Maanen and Schein (1979) organizational socialization has been characterized as the process by which one is taught and obtains the craft knowledge related to a particular organizational role and is the process by which one generation of teachers passes its beliefs, practices, and protocols on to the next. Induction is the term used most often when referring to this aspect of teacher socialization and although a multitude of definitions for induction are embedded within the socialization literature, it is relatively clear that induction represents a significant transitional period starting with entry into the teaching profession. From this perspective these important time periods occurring during the process of becoming a teacher, are points at which socialization promises to be the most potent (Van Maanen & Schein, 1979). Perhaps none of these boundary passages are more polarizing than when new teachers enter schools after completing their teacher preparation programs.

The first year of teaching or induction year is often the most difficult and the most critical, as new teachers make the transition from their preparation program to actual practice. In their first year, physical education teachers inherit many of the struggles common to the teaching profession, isolation, lack of support, and class management difficulties. Solomon, Worthy, & Carter (1993) suggest that four main issues that arise during this socialization time period: marginalization (whereby physical education is regarded as less important than other academic subjects), role conflict (when teachers realize they have many roles to fulfill other than that of teacher), reality shock (when they realize that they are not in an optimal teaching setting with incredibly motivated students), and washout effect (when novices discard what they learned at the university and revert to teaching in a way they themselves were taught).

First year physical education teachers enter the profession with much enthusiasm and excitement garnered from the intensity and security of a teacher education program where learning is the central key. This excitement and enthusiasm fades however because the realities uncovered during the induction phase of teaching many times does not match the ideals taught in PETE programs. Furthermore, evidence suggests that some physical education teachers do not feel as if their pre-service training adequately prepared them for the realities of schools (Smyth, 1995; Solmon, Worthy, & Carter, 1993).In theory, organizational socialization should be compatible with professional socialization, but oftentimes this is not the case. The reason behind this Lawson (1986a) points out, is that PETE students are hired by bureaucratic organizations, and the process of socialization often results in a custodial ideology that usually conflicts with professional socialization. Studies investigating the induction period suggest that teachers may revert back to their

previously held beliefs about teaching, while eroding the beliefs and practices they acquired during formal pedagogical instruction (Stroot, Faucett, & Schwager, 1993; Zeichner & Tabachnick, 1981). During induction, veteran teachers can convey implicit and explicit messages about what constitutes good teaching which may or may not be compatible with that identified in PETE to be good teaching. When it is incompatible, what was learned often is 'washed out'.

As previously suggested, one issue that surfaces during induction is that not all physical education teachers feel their PETE programs inadequately prepared them. Curtner-Smith (1997a, 1997b, & 2001) has studied the effects of entry into the workforce on the perspectives and practices of beginning teachers with both teaching and coaching orientations. For example, he conducted a case study investigating the conceptions of the teaching learning process of two student teachers with either a coaching or teaching orientation. The student teachers were tasked with observing and evaluating novice PSTs who were engaged in an elementary early field experience almost identical to that which the two student teachers had completed themselves a year earlier. After comparing the evaluations of the two student teachers, it was observed that both had similar foci when identifying weak aspects of PSTs' teaching and when providing advice on how their teaching performance could be improved. The most important conclusion found was that the pedagogical perspectives and practices learned by PSTs during their PETE program appeared resistant to Zeichner and Tabachnik's (1981) "wash-out effect" during the student teaching experience (Curtner-Smith, 1997).

Curtner-Smith (1997) also used a case study approach to examine the impact of biography, a university PETE program and other socialization influences had on the

perspectives and practices of two first year physical education teachers with a coaching orientation. Despite the teachers' limited physical education experience in K-12 schools and their extensive sports participation backgrounds, both maintained a teaching-learning perspective espoused in their PETE program. This study suggests it is possible to induct pre-service PSTs with similar biographical characteristics by employing a PETE program developed from the knowledge base on effective teaching and the model supported by Lawson (1983a, 1983b).

Often when novices move from being students to teaching students, they may experience a sense of reality shock. The ideals formed during teacher training are collapsed by the oftentimes rude realities encountered in the classroom. Lawson (1983a, 1983b) suggested beginning physical education teachers who entered the workforce with innovative teaching orientations to their subject were likely to clash with the existing culture. In a study by Smyth (1995) the new educator experienced reality shock upon finding that what was learned in teacher education did not work in the present situation. The workplace conditions led to abandoning original expectations for skill learning and focusing solely on improved fitness levels. Williams & Williamson (1998) illustrated the reality shock experienced by several beginning physical education specialist who were teaching in inner-city schools. These inner-city schoolteachers reported that they were frequently required to deal with issues that they had previously never addressed such as substance abuse, violence, and ethnic and cultural diversity. Thus the researchers concluded the previous experiences had not adequately prepared the newly inducted teachers to effectively attend to their pupil's wide range of needs. However, this is not always the case; in contrast, O'Sullivan (1989) studied induction phase physical

education teachers. She found that if teacher's new instructional situations were similar to their pre-service instructional experiences, no reality shock was experienced.

Many times novice physical education teachers perceive differences between their own philosophy and the philosophy demonstrated in their teaching environment as well as often finding themselves at opposite ends of a continuum with their colleagues regarding expectations for student learning (Smyth, 1995). Many of these perceived messages from colleagues and students reinforce that mediocrity is acceptable and even preferable. According to Etheridge (1989), novice teachers may fall victim to marginalization and abandon many of the ideals of their pre-service programs in favor of "fitting in" with the social context of their workplace. While this 'strategic adjustment' is seen as a short term solution, it often becomes permanent. Lacey (1977) suggested that innovatively oriented beginning teachers employed one of two social strategies when hired to teach within poor quality programs. Some would try to advocate and employ new ideas and practice while others would 'strategically comply' with these programs when being observed by or working alongside senior colleagues so as to survive. When working alone, however, they would use the innovative practices in which they really believed. In a study of first year physical education teachers implementing the Sport Education curriculum, (an instructional model focused on the various roles played during sport participation) Curtner-Smith, Hastie & Kinchin (2008) observed the difficulties teachers faced when attempting to implement this innovative model. When issues with novice teachers arose it was because their colleagues had no goals other than management, operated within a weak multi-activity model, and did little teaching in their

lessons. Although there are many highly qualified practicing teachers there are often too few competent mentors.

Teaching and Coaching Role Conflict. Within the school setting teachers are required to perform many duties and fulfill multiple roles such as coaching, supervising before or after school programs or bus, breakfast, lunch, or recess duties. Such a workload results in a self-negotiation and pedagogical reprioritization process called role-conflict (Richards & Templin, 2012). Role conflict occurs when the individual must juggle and attempt to fulfill the expectations of both roles together. These mental and physical strains often cause him/her to devote more time and energy toward one role than the other (Massengale,1981).This is especially true when unequal reward and accountability structures pressure the teacher-coach to identify more with the role of coach than that of teacher (Kwon, Pyun, & Kim, 2010). Physical educators frequently find that coaching skills are valued, whereas teaching in physical education classes is usually ignored. Locke and Massengale (1978) examined conflict over a number of teacher-coach subgroups. Among their results, they found physical education teachers experienced more conflict than their classroom counterparts, and the teacher-coaches in dual roles who experienced the lowest degree of conflict had resolved inter-role incompatibilities by the classic conflict-resolution mechanism of "role withdrawal,"/"rolling out the ball" rather than teaching. In somewhat of a contrast, Solmon et al. (1993) studied the dynamic interaction of factors related to role identity and school context through case studies of three first-year teachers. These teachers represented three contextual settings, and although they experienced challenges and struggles, all three felt successful at the end of their first year suggesting teachers can be active agents in directing the course of their socialization process.

In order to more effectively combat the problems commonly associated with induction into the physical education profession such as isolation, and marginalization, a variety of strategies have been offered. Banville and Rikard (2009) discuss several characteristics of high quality induction programs including seminars, common planning time with other teachers, mentoring (release time for mentors, selection of mentors, mentor training and support, and mentor in a similar grade level and subject), support networks, mandatory induction for all first- and second-year teachers, communication with administrators, and documentation and assessment. Teacher mentoring is an intervention strategy that is used in many schools. First year teachers are usually matched with experienced teachers either at grade level or content area. Support or induction varies from school to school but the mentor's knowledge on how to support is crucial (Ingersoll & Smith, 2004). It should be pointed out however; mentoring requires training to perform duties proficiently and the support for the role as mentor should not end at the beginning of the school year. To be successful, mentors require opportunities to continue honing their skills throughout the year. Developing and fostering meaningful support networks beyond the assigned mentor is a second component of effective induction programs. This support network can be composed of colleagues, administrators, and university faculty and supervisors. Participating in an external network of teachers reduced the likelihood of beginning teachers leaving the field (Ingersoll & Smith, 2004). Whatever induction strategy is used it is important that novice teachers feel safe to make and learn from their mistakes in their early practice.

The experiences during the planned sequence of pedagogy courses are another widely accepted method, which if done correctly, can ease many of the frustrations faced

by physical education teachers. Within the school context one avenue for continuing professional development is the creation of a community of learners. Community of learners or collegial communities has become very popular in the teacher professional development literature. From a social constructivist perspective social learning communities can be an effective mechanism for learning. The literature on professional learning communities repeatedly gives attention to five attributes of organizational arrangements: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice (Schlager & Fusco, 2003). In a two year investigation into continuing professional development (CPD) for physical education teachers in England, Armour & Yelling (2007) found teachers placed a high value on learning informally (yet strategically) with and from each other in informal learning in professional learning communities or networks. Through their participation in a professional learning community, teachers can become more effective, and thus student outcomes can increase. The continued professional development of physical education teachers need not fall completely within the school context however. PETE programs have as a part of their mission not only the initial preparation of teachers, but the continued professional development of teachers. Therefore PETE programs and schools must work together to create communities of practice that can provide continued professional development throughout the teacher cycle that supports high quality, innovative approaches to teaching physical education.

Value Orientations Research

It is acknowledged that PSTs do not begin their teacher education as 'blank slates'. Their values, beliefs, and practices towards teaching have developed due to

thousands of hours spent as students during an apprenticeship of observation (Lortie, 1975). These beliefs which are propositions that individuals hold to be true can be either learned implicitly or taught explicitly at any time during life (Pajares, 1992). In recent decades scholars have linked teachers' decisions about their pedagogy to a series of different philosophical positions, and these positions have been described as educational value orientations (Eisner & Valance, 1974, Ennis, 1992; Ennis & Chen, 1995). These value systems or orientations, like a subjective warrant, are deeply rooted and based on previous experiences, except this affect is focused on the curriculum decision-making process that has a decided effect on the goals for student learning.

The original term value orientation has been used in the curriculum literature to describe educational beliefs or curricular ideologies that appear to influence programmatic decisions (Eisner & Valance, 1974). Shulman (1987, p. 14) suggests pre-service and in-service teachers go through a process of "pedagogical reasoning" at which time they integrate their knowledge about the content and pedagogy to make curricular decisions about what to teach. In physical education curriculum, teachers decide what outcomes are of most worth based on many contextual factors that are evident in a complex school environment. Jewett, Bain, and Ennis (1995) describe value orientations as a mixture of intentions, beliefs and actions which provide the lens through which teachers choose their instructional styles and methods, objectives and curricular organization. To date, teacher beliefs and values in physical education have been classified into five competing educational value orientations which influence curricular decisions: discipline mastery (DM), learning process (LP), self-actualization (SA), social reconstruction (SR), and ecological integration (EI) (Jewett, Bain & Ennis, 1995).These

value orientations are geared toward mastering subject matter, personal development, or sociocultural improvement, and in some cases more than one curricular orientation.

Teachers who have a high priority for discipline mastery (DM), the most traditional of these differing philosophical positions, have a curriculum focus on performance proficiency and the traditional body of knowledge in physical education. Individuals who prioritize mastery of content as the most important element will primarily focus on fundamental movement skills, sports and physical activity skills, and fitness related activities (Jewett, Bain, & Ennis, 1995). Definitions of a physically educated person according to the National Association for Sport and Physical Education (NASPE) include many disciplinary mastery learning goals; for example, the physically educated person "demonstrates competence in a variety of manipulative, locomotor and non-locomotor skills" and "assesses, achieves and maintains physical fitness." When disciplinary mastery is a strong emphasis in teacher preparation programs, course work and teaching experiences are directed toward mastery of the theoretical knowledge base (e.g., exercise physiology, biomechanics) (Ennis, 1992a).

Conversely, the self-actualization (SA) value orientation is described as a humanistic or child-centered approach to curriculum development. Teachers who favor the self-actualization (SA) approach are concerned with student needs and interests. The physical education program and subsequent self-learning strategies are designed to give the student autonomy and responsibility for learning while increasingly promoting their growth and independence (Ennis, 1992a). Although skill, sport, and fitness-oriented curricula are often introduced in physical education as the means of achieving personal growth, sport proficiency and fitness are not perceived as the most important learning

outcomes. The SA orientation is also represented in NASPE outcome standards stating the physically educated person "understands that physical activity provides the opportunity for enjoyment, self-expression and communication" and "cherishes the feelings that result from regular participation in physical activity".

The learning process (LP) orientation focuses on the idea of how to learn rather than what to learn. It encourages students to examine their own learning and develop strategies to learn independently by applying knowledge and skills to solve problems related to movement and sport (Jewett, Bain, & Ennis, 1995). Learning experiences emphasize learning progressions so that students understand content relationships by adding new knowledge to prior learning. The definition of the physically educated person provided by NASPE includes several statements reflecting the learning process orientation. For example, the physically educated person "has learned how to learn new skills," "designs safe, personal fitness programs in accordance with principles of training and conditioning," and "applies concepts and principles to the development of new skills" (Ennis, 1992a).

Teachers who prioritize a social reconstruction (SR) value orientation seek to achieve sociocultural improvement, change, or reform realizable by making curricular change (Jewett, Bain, & Ennis, 1995). In physical education, SR requires a student awareness of current social norms and trends. Teachers with an SR emphasis may ask pupils to reflect on prevailing societal values and their own behaviors and by challenging them to take responsibility and cooperate with each other during lessons. Based on early research after the other five value orientations had been described, the social reconstruction orientation was revised to represent a social responsibility perspective

(Ennis, Ross, & Chen, 1992; Ennis & Chen, 1993). Teachers who favor this perspective are mainly interested in promoting cooperation among their pupils and emphasize respecting others. Content associated with the social goals of cooperation and group membership appears to be important to middle and high school physical education teachers (Ennis, Chen, & Ross, 1992). Social goals are also included in NASPE outcomes. A physically educated person “understands and appreciates the relationships with others that result from participation in physical activity" (Ennis, 1992a).

The ecological integration (EI) orientation emphasizes a balanced curriculum between the needs of the students, the subject matter, the educational context and social concerns (Jewett, Bain, & Ennis, 1995). Learning experiences enable students to undertake and develop critical questioning, problem solving and decision making to respond to changes in their own lives and to determine their own future. In physical education, Jewett and Bain (1987) used the ecological integration orientation as the theoretical foundation for the personal meaning curriculum approach. The ecological integration is also evident in specific NASPE statements; for example, the physically educated person "understands that wellness involves more than being physically fit" and "respects the role that regular physical activity plays in the pursuit of life-long health and well-being" (Ennis, 1992a).

Values Orientation Measurement

The Values Orientation Inventory (VOI) was developed to examine physical education teachers’ value profiles. The original VOI-1 (Ennis & Hooper, 1988) was a 75-item paper and pencil inventory. The items were grouped into 15 sets of 5 items of competing value orientations. A forced-choice format required respondents to rank order

each of the five items in each set according to their priorities (1=highest priority; 5=lowest priority) to reflect their preference. Scores from each orientation ranged from 15-75, with lower scores reflecting a higher priority in that orientation. The composite score from each of the five value orientations represented a respondent's value profile. Teachers' value orientations emerge when they consistently rank the statements representing one particular value orientation higher than others throughout the 15 sets. A series of studies using this initial instrument supported the notion that value profiles of physical education teachers reflect high and low priorities and that the curricular goals identified are consistent with those beliefs (Ennis, Chen, & Ross, 1992; Ennis & Zhu, 1991; Ashy, & Solmon, 1995). Although the instrument was valid and reliable, it remained unclear how the value orientation was effected over time. Accordingly, the analyses of value orientation profiles using the original VOI-1 pointed to a need for a substantial revision (Ennis & Chen, 1993). After examining the representativeness of the statements a revision resulted in the construction of the VOI-2. The VOI-2 increases from a 75 to a 90-item instrument that arranges items into 18 sets with each item in the set representing one of the five value orientation subscales. Another significant revision involved substituting the social reconstruction value orientation with a social responsibility orientation (Ennis & Chen, 1993). As in the previous inventory, the VOI-2 has respondents to rank each item in a set from 1-5 with 5 being the highest priority. Scores from each orientation range from 18-90, and respondents have to rank items consistently across the 18 sets to achieve a high or low priority score, with higher scores reflecting a higher priority for that orientation.

A third and final revision of the VOI occurred when Chen, Ennis, and Loftus (1997) reduced the 18 set VOI-2 to a 10 set Values Orientation Short Form (VOI-SF). Based on two sets of data in a cyclic stepwise procedure, the researchers gradually eliminated 40 weak representative statements, until in the eighth cycle gamma and kappa coefficients reached the predetermined .90 and .60 acceptable criteria for the five orientations (Chen, Ennis & Loftus, 1997). It was also concluded that the scores collected using the VOI-SF were strongly related to the scores using the VOI-2, suggesting that the shorter, condensed VOI format was appropriate for practical use.

Value Orientation Research on In-service teachers

Most of the ground-breaking work on the value orientations of physical education teachers was done by Ennis and her colleagues on practicing teachers. Initial research was devoted to the development of the VOI; the instrument specifically designed to asses those values (Ennis & Hooper, 1988). In general, this line of research showed that in-service physical education teachers consistently showed high and low priorities for curriculum goals (Ennis, Mueller & Hooper, 1990; Ennis & Zhu, 1991), and that a teacher's content decisions and implementation decisions generally aligned with what they had prioritized as the most valuable (Ennis, 1992). For example, Ennis & Zhu (1991) used the VOI-1 to investigate the value orientations of 90 teachers in three large school districts in the Midwest part of the United States. Nearly all respondents indicated either a high or low priority for one or more of the value orientations and their curriculum goals were consistent with their physical education value orientations. Further, different professional experiences (e.g., teaching levels, experiences) and demographic backgrounds (e.g., sex, age, race) exerted little influence as to the teachers' orientations.

Broadly, teacher beliefs vary across the spectrum of the value orientations and in addition, not only did these physical educators base their curriculum goals on their value orientations, they also expressed their value-consistent expectations to their students in their teaching (Ennis & Zhu, 1991). During the initial study of VO, the DM value orientation was identified as the dominant philosophy in teaching physical education; however with the advent of in-service professional development opportunities as well as national position papers authored by organizations like the National Association of Sport and Physical Education (NASPE), DM was no longer the prioritized focus. At the time the DM orientation was the focus in most teacher education programs and staff development workshops as well as the dominant value orientation in the National Association of Sport and Physical Education (NASPE) outcome statements (Ennis, 1992). A case study approach targeting items from the DM, SA, and EI value orientations, supported the idea that each teacher's value priority was integrated into his or her curriculum thus influencing how they teach, regardless of the teacher's initial prioritized orientation (Ennis, 1992).

These findings are affected by the context and teaching environment. Ennis, Chen, and Ross (1992) used the VOI-1 to examine the value profiles of physical education teachers in a large Eastern urban school district with a minority population exceeding 69%. Findings indicated that over half of the physical educators placed a high priority on social reconstruction, while few placed a high priority on disciplinary mastery. Follow-up qualitative research in the same district (Ennis, Ross, & Chen, 1992) found that teachers with a high priority for social goals described the importance of teaching their students to cooperate and respect others instead of focusing on social reconstruction

goals of social reform. Because of this finding the VOI was revised in 1993 to replace the social reconstruction value orientation with the social responsibility value orientation (Ennis & Chen, 1993). The revised version of the VOI-1 was used to compare the value orientations of 495 teachers employed in rural and urban schools (Ennis & Chen, 1995). Results revealed teachers in urban districts placed a higher priority on SA and SR than teachers working in rural schools. In contrast, teachers working in rural schools placed a higher priority on DM and LP than teachers working in urban schools. Because of these findings the researchers concluded that teachers' curricular decisions were influenced by their school settings.

Value orientation research has resulted in mixed findings as it relates to certain demographic variables. Ennis & Zhu (1991) found that teaching experience, age, gender, and race had no effect on the value priorities of in-service teachers. Similarly, Curtner-Smith and Meek (2000) found the value orientations of physical education teachers in England did not vary by teaching experience and gender; however, physical education teachers' activity backgrounds did have a significant effect on their value orientations. Behets (2001) compared value profiles of physical educators in Flanders, Belgium to discover that years of teaching experience and type of teaching degree were related to differences in values, but gender was not. A later study examined and compared the value profiles of elementary and secondary physical education teachers to reveal only minor differences in value orientation (Behets, 2004). More importantly, Behets (2004) found significant differences in value orientations observed from teachers in elementary and secondary schools thus confirming that context and environment were contributory to the construction of value orientations.

Value Orientation Research on PSTs

There has been considerable research conducted on the value orientations of in-service teachers, however research on the value orientations of PSTs has been consistently identified as understudied among PETE literature (Timkin & van der Mars, 2009; Sofo & Curtner-Smith, 2010). Several of the studies conducted have described PSTs' value orientations as they enter and exit a physical education methods course. These studies have shown conflicting results concerning the influence of PETE programs and sport pedagogy faculty. In an early study, Solmon and Ashy (1995) used the VOI-1 to assess the value orientations of 16 pre-service physical education teachers both at the beginning and at the end of an elementary methods course and an initial early field experience. The course instructor also completed the VOI-1 at the beginning of the semester. Findings revealed PSTs had clearly defined value orientations and demonstrated a high or low priority in at least one orientation. Moreover, these profiles were not stable constructs as they changed over the course of the semester. PSTs increased their priorities for more content-related orientations such as DM and LP, but decreased their priority toward the more affective value orientations such as SA, SR, and EI. Because of these findings Solmon and Ashy (1995) concluded the PSTs seemed to drift more toward the value orientations of the course instructor who had a high priority for DM and a low priority for EI.

Contrary to previous findings, (Solmon & Ashey, 1995) pre-service physical education teachers constructs were found to be relatively stable over the course of a semester (Patton, 2001). Examining the value orientations of 50 pre-service physical education teachers and seven university faculty, across repeated measures of value

orientations, no significant difference in the DM, LP, SA, and EI orientations was revealed. Only the social responsibility (SR) orientation reflected a statistically significant difference. The PSTs were administered the VOI-SF three times over the course of a semester while the university faculty received only one treatment. Results revealed no significant difference in the DM, LP, SA, and EI orientations. Only the social responsibility (SR) orientation reflected a statistically significant difference. As a group, the PSTs ranked the LP orientation as the most dominant priority of overall followed by the EI, SR, DM and SA categories. Faculty participants also ranked the LP orientation as the most represented category, followed by EI, SR, SA, and DM. Narrative profiles on five of the participants revealed consistency when comparing the VOI-SF scores and the interview rationale. This consistency suggests that the PSTs in the study had a clear idea of what they believed to be important in relation to their teaching. Results of the study suggest selected PSTs can exhibit consistent value orientation over a limited period of time. It was recommended that research be conducted to determine if high value profiles can be maintained over an extended period of time and if stability could be maintained over teaching careers in a shifting climate which has evolving national priorities and initiatives.

In a more recent study, Sofo and Curtner-Smith (2010) examined the value orientations of 17 PSTs enrolled in a secondary methods course and an early field experience. The VOI-SF was administered to the PSTs prior to the start and at the end of the methods class, and at the end of the end of the early field experience. The instructor of the course also completed the VOI-SF prior to the beginning of the methods class. Formal and informal interviews were also conducted with the PSTs at the beginning and

at the end of the methods course and at the end of the early field experience. The wide range of descriptive data from the VOI-SF revealed PSTs entered the methods course contemplating a variety of perspectives but unsure of their priorities. The instructor however exhibited high priorities for the DM and LP orientations with much lower priorities for the three affective orientations. Changes in the PSTs' value orientations revealed a significant increase in the LP orientation from the beginning of the methods course to its completion suggesting the PSTs were somewhat influenced by their coursework and instructor. VOI-SF data was consistent with Patton (2001) in that the PSTs entered the methods course with varying orientations, however, similar to Solmon and Ashy (1995), the researchers found significant changes in pre-service teacher profiles during the methods course suggesting they were influenced by their coursework and their instructor. In congruence with their instructor, qualitative data showed PSTs with a teaching orientation entered the course with a superficial DM focus. During the methods course those PSTs with a teaching orientation mirrored the instructor by acquiring a more sophisticated understanding and strengthening their priority for the DM orientation. Sofo and Curtner-Smith (2010) suggested the PSTs were influenced by the structure and content of the methods class as well as the pedagogical strategies employed by the instructor.

Curricular innovations and their influence on PSTs' value orientations have shown mixed results in recent years. For example, Behet (2001) examined the value orientations of a large group of Belgium PSTs and their compatibility with that country's national curriculum. The VOI-2 that was administered to the PSTs during a physical education methods class revealed clearly defined goals with a consistent high priority in

both DM and SR orientations. The results of the study showed a consistency with the country's curriculum focus of social responsibility recently introduced in the curriculum planning efforts at that time. Behet's (2001) reasoned that the teachers in the study were already endorsing this concept, or the new concept had resulted from observations in the field. In contrast to this study, Meek and Curtner-Smith (2004) found that British PSTs' value orientations were not congruent with the goals and objectives of the National Curriculum Physical Education (NCPE). In addition, their data suggested that PSTs with high priorities for the three affective value orientations (SA, EI, and SR) are more likely to resist or adapt and recreate the NCPE when they enter the workforce.

Using a case study approach, Stran and Curtner-Smith (2009) examined the influence value orientations had on two PSTs and their interpretation and delivery of sport education. Data was collected using a variety of qualitative techniques while the students were engaged in their student teaching practicum. At the beginning of their teaching practice the PSTs' thoughts and actions indicated that the value orientation which most influenced their pedagogies was disciplinary mastery (DM). The DM emphasis ensured a full but conservative version of SE for most of their student teaching, however as the student teaching practicum progressed, they broadened their beliefs and used pedagogies consistent with social reconstruction, social responsibility and self-actualization value orientations. In line with similar research (Sofo & Curtner-Smith, 2010; Solman & Ashy, 1995), this study suggests PSTs' value orientations are altered during PETE. The authors attribute these results to a teaching rather than coaching focus, or to the Sport Education model itself, suggesting that it might be a particularly good

medium through which PSTs can explore and consider different perspectives (Stran & Curtner-Smith, 2009).

Strategies to Modify PSTs Priority Orientation

Changing the value orientations of PSTs has also been a research focus in the literature. Timken and van der Mars (2009) investigated the effects of case methods on PSTs' value orientations during a semester long methods course. The PSTs' value orientations were measured with the VOI-2 and semi-structured interviews and then placed in two groups based on their DM and SR profiles. Eight cases written in the context of school culture and with an underlying theme of either the SR or DM orientations were read by the PSTs as a means of creating an awareness of new perspectives. Those PSTs who had a low priority for DM read cases focusing on the DM orientation while those who had a low priority for SR read cases focusing on the SR orientation. Findings from the study found the value orientations of the PSTs at the beginning of the study were variable and unstable. At the final data point, all students' VOI-2 scores had shifted toward their particular case theme. However, while there was a shift toward the case theme, six of the 10 PSTs held the other value orientation in priority. The interview data also revealed that nearly all of the PSTs made more verbal references toward the case theme by the end of the study. The results of the study are consistent with similar research (Solmon & Ashy, 1995; Sofo & Curtner-Smith, 2010) finding value orientations fluctuated throughout the study and often gravitated toward what they perceived as the instructor's orientation. Timken & van der Mars (2009) posited that case methods had differential effects on PETE students' value orientations.

Value orientation research has revealed many different research designs resulting in some controversy concerning the best methods of describing PSTs' value orientations. Congruence between PSTs scores on the various versions of the VOI, and the data gained from more interpretative means have been inconsistent. Specifically, Patton (2001) found congruence between VOI scores and interview data while Timken and van der Mars (2009) and Sofo & Curtner-Smith (2010) did not. Sofo and Curtner-Smith (2010) suggest studies in which the VOI instrument is the lone method of data collection should be treated cautiously. Qualitative data from their study portrayed a much more accurate and sophisticated portrayal of the development of the PSTs' value orientations.

In summary, the validity and reliability of measuring value orientations has come a long way; however, its effects and stability with education change remains understudied. As such, this present research study will use both quantitative and qualitative methods to ascertain the value orientations of PSTs at different time periods in the planned sequence of pedagogy courses.

Teacher Self-Efficacy

Self-efficacy is defined as the beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1997). Self-efficacy is a future-oriented belief about the level of competence a person expects he or she will display in a given situation. It is not a perception of personal skills as much as it is a judgment of one's ability to use the skills one possesses. Based on Bandura's statements, one can claim that human behavior is more accurately predicted by individuals' beliefs about their abilities than by what they are actually able to do;

therefore, the concept of self-efficacy contributes to expectations of what individuals are going to do with their knowledge and skills.

An individual's beliefs about their self-efficacy are constructed from four sources of information: mastery experience, vicarious experience, verbal persuasion, and physiological and affective state. Mastery experience is especially influential among the four sources, and the efficacy is raised by successes and is reduced by failures (Bandura, 1997). Individuals engage in a certain activity and get results from their performance. In this process, individuals reinforce their self-efficacy through successful and failed experiences in the real world (Bandura, 1997). In teacher education, early field experiences whereby the individual gets engaged in some of the responsibilities of teaching, are the most powerful mastery experiences that convince teachers about their teaching ability (Tschannen-Moran, Woolfolk-Hoy, & Hoy, (1998). Bandura (1993) felt that if people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of self-efficacy requires experience in overcoming obstacles through effort and once people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks.

Vicarious experience is a less powerful source of efficacy information which involves watching others successfully perform the behaviors without adverse consequences and get rewarded because of their success (Bandura, 1997). Based on the Social Learning Theory, observations of others can change behavior. Essentially, people persuade themselves that they can perform a certain behavior if they watch others be successful at it. The more closely the observer identifies with the model, model (e.g., an

in-service teacher who is being observed by a pre-service teacher), the stronger will be the impact on efficacy. When a model with whom the observer identifies performs well, the efficacy of the observer is enhanced. When the model performs poorly, the efficacy expectations of the observer decrease. In establishing PSTs' teaching efficacy, vicarious experience is important because they have limited opportunities to experience actual teaching. Observing others' successful teaching could strengthen the PSTs' own efficacy, but observing poor teaching could weaken it. Once they are in their field placements PSTs can observe their cooperating teacher's teaching. But before these field experiences, PSTs could build up their efficacy through vicarious experiences such as observing their instructors' teaching or peers' successful practice-teaching in courses.

Efficacy beliefs can also be influenced by social persuasion. A specific form of encouragement that can be verbal, physical or a combination of both is directed to an individual prior to a performance of a task. This involves motivating people to believe in their ability to carry out a given behavior through suggestion and through encouragement from significant others. People who are persuaded verbally that they possess the capabilities to master given activities are likely to give greater effort and sustain it than if they hold self-doubts and dwell on personal deficiencies when problems arise. However, just as positive and encouraging persuasions can contribute to a successful perception and perhaps performance, negative or unrealistic messages can invite individuals to failure or even lead to an unwillingness to make attempts, ultimately diminishing efficacy beliefs (Gurvitch & Metzler, 2009). For example, physical education teachers recently inducted into the profession often receive messages from colleagues that reinforce that mediocrity is acceptable and even preferable. Because of this novice teachers may fall victim to

marginalization and abandon many of the ideals of their pre-service programs in favor of "fitting in" with the social context of their workplace.

The final source of efficacy information, physiological and emotional states, such as anxiety or excitement, also influences one's level of efficacy. An anxiety state prior to a specific performance likely leads to lower efficacy perceptions which then may generate additional fear reactions and ultimately may induce a dysfunctional state. Conversely, individuals with a strong sense of efficacy are more likely to utilize this arousal to enhance their performance (Bandura, 1993). One's physiological state and level of anxiety also affects motivation to achieve and one's receptivity to changing his/her own beliefs about teaching.

According to SE theory, high or low efficacy will affect levels of motivation and should influence the tasks one chooses and the effort and persistence put forth in that task when chosen.

Highly efficacious individuals approach difficult tasks as challenges to be mastered rather than as threats to be avoided and recover their sense of efficacy after failures or setbacks. In other words, a teacher with high self-efficacy would be strong-willed and able to overcome difficulties for implementing a quality physical education program and would make an effort to put his or her will into action. On the contrary, people low in self-efficacy shy away from difficult tasks which they view as personal threats and have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, or the obstacles they will encounter, often giving less effort and giving up quickly in the face of difficulties. As such, self-efficacy is affected by mastery experience, vicarious experience, verbal

persuasion, and physiological and affective state. Collectively, these experiences within a teacher education curriculum help to build an individuals' level of confidence within specific situations. With more practice and positive experiences, efficacy increases.

Teacher Efficacy

Since its introduction over a quarter century ago research in many arenas has demonstrated the power of efficacy perceptions in human learning, performance, and motivation. For example, efficacy beliefs are related to smoking cessation, adherence to exercise and diet programs, performance in sports, political participation, and especially academic achievement (Bandura, 1997). The relationship between self-efficacy and teacher behavior has been a major focus in educational research in the past few decades. Researchers have found links between student achievement and three kinds of efficacy—the self-efficacy of students, the sense of efficacy of teachers, and the collective efficacy of schools (Goddard, Hoy, & Woolfolk Hoy, 2000; Pajares, 1996; Tschannen- Moran et al., 1998).

Teaching efficacy has been defined as the extent to which the teacher believes he or she has the capacity to affect student performance, regardless of variables such as the learners' abilities, or family background, or even the level of teaching (Woolfolk & Hoy, 1990). Essentially, it is the expressed level of confidence a teacher has in his or her ability to help children learn. Research over the past two decades suggests a high correlation between teacher efficacy and effective teaching (Ashton & Webb, 1986; Hoy & Woolfolk, 1990, 1993). Teachers' efficacy beliefs relate to their behavior in the classroom, the effort they invest in teaching, the goals they set, and their level of aspiration (Tschannen-Moran & Hoy, 2001). A teacher who feels highly efficacious

toward a particular content area, learning activity and a set of related learning will be able to meet the challenges and adversities that particular tasks offer at times more likely leading to students' achievement of those stated goals (Gurvitch & Metzler, 2009). Teachers who have a low sense of teaching efficacy favor a custodial orientation that takes a pessimistic view of student's motivation. Clearly, a teacher's ability to reach students and affect change begins with his or belief that he or she can. Bandura (1997) emphasized that developing self-efficacy is an important stage in obtaining a particular teaching skill. As Pajares stated, "Efficacy beliefs help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations—the higher the sense of efficacy, the greater the effort, persistence, and resilience" (1996, p. 544). This powerful statement underscores the importance of understanding the self-efficacy scores of students in teacher preparation programs and how this can be the first step in improving the pool of teacher candidates. Given the importance of self-efficacy in relation to student achievement, classroom management, and general responsibilities of teaching, the efficacy of teachers toward teaching physical education will be examined in this proposed research study.

Measures of Teacher Efficacy

Teachers' sense of efficacy was identified almost 25 years ago as one of the few teacher characteristics related to student achievement. A study by the RAND Corporation at the time evaluated innovative educational programs funded by the Federal Elementary and Secondary Education Act (Woolfolk-Hoy & Burke-Spero, 2005). As previously introduced, social learning theory was the basis for these studies and teachers' level of

efficacy was measured by computing a total score for their responses to two 5-point Likert scale items: (a)‘‘When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment,’’ and (b) ‘‘If I try really hard, I can get through to even the most difficult or unmotivated students.’’

Attempting to improve on the validity and reliability of the Rand two-scale item, Gibson and Dembo (1984) developed a 30-item measure of teacher efficacy based on the conceptual underpinnings of Bandura’s theories. According to Bandura (1977) the behavior a person exhibits is influenced by his or her beliefs regarding an outcome expectation and an efficacy expectation. In an outcome expectation, a person estimates that a given behavior will lead to a certain outcome. Outcome expectation is thus a belief about the consequences of a behavior.

Individuals with positive outcome expectations are likely to have strong self-efficacy beliefs.

Efficacy expectation on the other hand refers to the belief that a person has regarding his ability to actually perform the behavior required to produce the outcome. Self-efficacy is often confused with outcome expectations when, in fact, they are two different constructs, particularly in the educational setting, because while a teacher may believe that specific teacher behaviors will lead to a better classroom environment, improved student learning, increased class participation, etc., that same teacher may not have confidence in his or her ability to perform those behaviors. In their SE scale Gibson and Dembo (1984) labeled the first factor as “personal teaching efficacy” and intended it to

measured self-efficacy. The second factor, “teaching efficacy” was intended to capture outcome expectancy.

Bandura (1997) suggested a teachers’ sense of teaching efficacy is not necessarily uniform across the many different types of tasks teachers are asked to perform or across different subjects matter. Bandura (1997) also thought teacher efficacy scales should be linked to the various knowledge domains. Research within the teacher education context has demonstrated a shifting focus from a generalized examination of teacher efficacy to more subject specific investigations. This shift occurred mainly because the primary instruments used to measure teacher efficacy failed to ground the construct in Bandura’s (1986, 1997) conceptualization of efficacy as task and/or situation specific and many of the results using these instruments were conflicting. To date, the instruments used to measure self-efficacy specific to physical education have been predominately task specific as it relates to providing physically active lessons (Martin & Kulinna, 2003) and changes in self-efficacy through professional development (Martin, McCaughtry, Kulinna, Cothran, & Faust, 2008). One such instrument, the physical education teachers’ physical activity self-efficacy (PETPAS) scale developed by Martin and Kulinna (2003) allows researchers to assess teachers’ self-efficacy for teaching classes with high levels of physical activity, defined as at least 50% of class time. The goal was to develop a psychometrically sound instrument for assessing and beginning to understand teachers’ efficacy for overcoming the barriers they face to teaching physically active physical education classes. The PETPAS scale has been found to be a valid measure in both U.S. and Turkish physical education settings.

With the exception of Martin and colleagues, however, few researchers have examined teaching efficacy among physical educators, or efficacy specific to teaching physical education.

With this in mind Humphries, Hebert, Daigle, and Martin (2012) developed a broader, multi-dimensional teaching efficacy instrument specific to personal teaching efficacy for physical education. Through their work the Physical Education Teaching Efficacy Scale, (PETES) was developed based on the teaching efficacy literature, existing scales, and NASPE's Teacher Education Standards. Given the importance of self-efficacy in teaching and the paucity of research on the topic, the current research study employed the use of this instrument to measure the efficacy of PSTs over a planned sequence of pedagogy courses.

Teacher Efficacy in Physical Education

Values orientation research has shown that physical education teachers' instructional methods and approaches are decided by their knowledge and beliefs (Ennis, 1994). With the ever increasing focus on preventing childhood obesity, determining physical education teachers' efficacy toward teaching physically active lessons has been a focus of recent investigations. One such study conducted by Martin, Kulinna, Ecklund, & Reed (2001) investigated determinants of teachers' intentions to teach physically active physical education classes. One hundred eighty seven physical education teachers completed surveys that included questions about behavioral intention, self-efficacy, and attitudes toward teaching physically active physical education classes. The researchers found that teachers with strong self-efficacy for teaching physically active physical education lessons were more likely to have strong intentions to teach active lessons and

more favorable attitudes towards teaching physically active lessons compared to teachers who were less efficacious.

Teachers who are efficacious about teaching active lessons despite a lack of space (e.g. no gym) are also confident in their abilities to motivate students who do not enjoy being physically active in physical education (Martin & Kulinna, 2003). In a similar vein, Martin and Kulinna (2004) extended the work of Martin, et.al (2001) by examining teachers' self-efficacy beliefs about overcoming various barriers that could prevent them from teaching highly active physically education lessons. Results found that teachers expressing efficacy in their ability to teach physically active lessons reported greater efficacy for overcoming barriers, had stronger intentions, more favorable attitudes, and greater feelings of control compared to less efficacious teachers.

Enhancing efficacy toward teaching physically active lessons through professional development interventions has also been a recent focus in the physical education literature. For example, physical education teachers participated in a one day or a three day intervention, grounded in self-efficacy theory, designed to enhance their efficacy for teaching a physically active oriented physical education curriculum (Exemplary Physical Education Curriculum, EPEC) (Martin, McCaughtry, Hodges-Kulinna, & Cothran, 2008). Teachers in both groups, relative to a comparison group had increases in EPEC efficacy (i.e., efficacy to teach motor skills, PA and fitness, and personal and social objectives). Teachers also increased in their efficacy to enlist community support & they maintained their disciplinary efficacy, relative to the comparison group. A similar study saw physical education teachers participate in a yearlong intervention, grounded in self-efficacy theory and professional mentoring

practices (Martin, McCaughtry, & Kulinna, 2008). Mentors were paired with protégé's and the project goal was for both groups to learn to use pedometers and computers as aids to teaching a physically active physical education curriculum (EPEC). Teachers in both groups, relative to a comparison group, had increases in their computer and pedometer efficacy. With positive experiences and support, efficacy can be increased.

Teacher Efficacy and PSTs

The development of teacher efficacy beliefs among prospective teachers has been an increased area of research within educational circles. Hoy and Woolfolk (1990) suggest personal efficacy for teaching increases during college teacher preparation and student teaching and once efficacy beliefs are established they appear to be somewhat resistant to change. One study in support of this conducted by Woolfolk-Hoy (2000) found that PSTs improved their teaching efficacy throughout their coursework and teaching practicums however weakened by the end of the student teaching experience. During the student teaching semester, their teaching environments became more complex thus leading to the decreased teaching efficacy levels.

In a later study, Woolfolk-Hoy and Burke-Spero (2005) conducted a longitudinal investigation into changes in the teacher efficacy of pre- and in-service teachers during their teacher preparation program, student teaching, and first year of employment. The researchers examined the teaching efficacy of fifty-three prospective teachers in the Masters of Education initial teaching certification program. The investigation assessed and monitored pre-service efficacy developments from the beginning to the end of the instructional year. Results from multiple quantitative assessments indicated that participants' self-efficacy levels increased during teacher preparation and student

teaching while their self-efficacy levels decreased during the first year of the in-service periods in which they worked as teachers in real school settings.

Very few studies have examined PETE PSTs' efficacy as they progress through a teacher education program. Of the studies conducted, most have replicated the findings found in the general education literature that teaching efficacy levels increase throughout teacher preparation and student teaching. For example Paese and Zinkgraf (1991) studied 35 physical education majors during their 12-week student-teaching experience. Students were asked to complete the Teacher Efficacy Scale and selected subscales from the Teacher Stress Scale at the beginning of the semester and again at the end of the semester. The results showed that both personal teaching efficacy and general teaching efficacy remained high and constant during student teaching, As student teachers perceived less ambiguity and became better prepared to teach, the higher the correlation there was with how they felt about their own effectiveness as teachers.

Tjeerdsma et.al. (2000) also found prospective teachers' self-efficacy to increase during pre-service programs and student teaching. The researchers conducted the Physical Education Teacher Education Assessment Project (PETEAP) at Georgia State University. The subjects in this study were 106 students in the PETE program, and their self-efficacy was measured with the Teacher Efficacy Scale (Gibson & Dembo, 1984). The findings of this study indicated that the students' confidence in their initial teaching skills was high upon their entrance into the program and became much higher at the end of the first teaching skills course; however, their confidence decreased temporarily because they may have forgotten much of what they had learned after the long delay prior to the start of related courses. This confidence was recovered to some degree after

completing the courses and then began to increase into and through the student teaching period because they were successful in teaching children in real school settings.

In a more recent study Zach, Harari and Harari (2012) studied the teaching efficacy of 203 participants who were second-year students, third-year students, and fourth-year student teachers in a four-year teacher education program in Israel. The purpose of the research was to determine if the PSTs' efficacy changed during year three and four of the program. Teaching efficacy was evaluated by means of a three-part questionnaire that was the result of a combination of three existing questionnaires used in previous studies and reported as valid and reliable. The questionnaire was then translated into Hebrew and validated before use. The first section of the questionnaire collected information about student demographics; the second section included items regarding general teaching efficacy (GTE) and the third section of the questionnaire were 22 items specific to physical education teaching efficacy. Questionnaires were administered to the subjects at the beginning and the end of the 2007 school year. A Repeated Measures MANOVA test performed to examine differences among the three groups of students for the GTE and PETE items found a significant increase in perception of efficacy of all participants in each of the physical education questionnaire's two factors as well as in its general score. It was also discovered that the longer the PSTs field experiences were, the greater the efficacy. Based on their findings the researchers concluded in general that the PETE program under study made a substantial contribution to PSTs' efficacy.

Few studies have examined the impact of the teacher education practicum on PETE PSTs' self-efficacy. In a quasi-experimental study, Gurvitch and Metzler (2009) examined the effect of laboratory based (LB) and field-based (FB) practicum experience

on PSTs' efficacy levels. The LB cohort was designed to allow PSTs opportunities to acquire PCK in less complex environments such as teaching their peers. The main purpose of the FB cohort was to provide PSTs early and regular authentic experiences that approached and often matched the full complexities of P-12 instructional environments. Subjects in the study completed four administrations of a modified version of the Teacher Efficacy Scale in four stages during their time in the PETE program. The results found no significant difference in general teaching efficacy (GTE) from either cohort in any of the four stages. There was however a significant difference in personal teaching efficacy (PTE) between the cohorts in Stage two when the PTE for the LB cohort strengthened and the PTE for FB cohort weakened. These findings indicated that field experience courses allowed PSTs to gain experience through observation, simulation, tutoring, and small group instructional opportunities. Consequently, the courses impacted the development of PSTs' efficacy levels and teaching skills. Also, this study pointed out the importance of continuous, appropriate and authentic challenges in order to establish PSTs' self-efficacy beliefs in teaching physical education. They concluded, as expected according to Bandura's self-efficacy theory (1997) that facing some challenging experiences along with achieving success probably establishes strong efficacy beliefs.

With limited research on teaching efficacy specific to physical education, the Physical Education Teaching Efficacy Scale (PETES) was created in 2006 (Humphries, Hebert, Daigle, Martin, 2012). It was comprised of 80 efficacy statements based on the 2001 National Association of Sport and Physical Education (NASPE) standards for initial programs in PETE and the teaching effectiveness literature. To pilot the PETES scale 497

PETE PSTs during the 2006-07 year, from 10 institutions completed the Physical Education Teaching Efficacy Scale (PETES). The subjects were divided into groups with no field experience, some field experience and near completion of the program. The groups' PETES factor scores were compared using MANOVA followed up with ANOVAs. These indicated significant differences in efficacy for all groups on all factors, suggesting that physical education teaching efficacy increases over the course of teacher education preparation. Differences in efficacy also were observed between factors. At the outset of the PETE program, PSTs expressed high levels of efficacy in their abilities to teach (e.g., classroom management, providing information and feedback, communicating effectively with students), and efficacy for these tasks remained high throughout teacher education. These preliminary results also suggest that the PETES is an appropriate instrument for measuring physical education teaching efficacy, and it is offered as a tool for studying the development of efficacy and its impact on teacher behavior and student outcomes (Humphries, Hebert, Daigle, Martin, 2012).

The concept of self-efficacy plays a significant role in the complex dynamic of teaching and learning. A teachers' sense of efficacy appears to affect basic beliefs about students and instruction, choices of instructional methods as well as influencing students' beliefs about their capabilities and learning. Research has shown personal efficacy for teaching increases during college teacher preparation and student teaching, therefore, the time to have the most impact on an educator's sense of self-efficacy is during the formative years of teacher training. Examining the factors that support the development of a strong sense of efficacy among PSTs is worthwhile because once established, efficacy beliefs of experienced teachers seem resistant to change (Woolfolk-Hoy and

Burke-Spero, 2005). The current study will attempt to discover the self-efficacy of PSTs at different stages of a PETE program through the use of the PETES instrument discussed above.

In summary there is a paucity of research related to value orientations and teacher self-efficacy, in the current obesogenic context. With calls from national organizations for schools, and particularly physical education teachers, to play a greater role in the prevention and treatment of obesity, little is known about what PSTs' value and how those attitudes and beliefs evolve through experience of a teacher education program. Understanding the characteristics of PSTs and their corresponding beliefs about teaching, schooling, and physical education is a prerequisite for PETE programs as they set out to design, sequence, and present professional content to ensure a more viable teacher education program.

Purpose

Given the findings in the review of literature the purpose of this present research study is to determine the attitudes, beliefs and value orientations of PSTs towards teaching physical education in one university's PETE program. A secondary purpose is to determine how these beliefs develop and change by examining these beliefs at different time periods during the planned sequence of pedagogy courses. Such research would be useful for those designing and working within PETE programs.

CHAPTER THREE: METHODOLOGY

Pre-service physical education teachers enter the planned sequence of pedagogy courses with an apprenticeship of observation, or in their experience what they believe it is like to be a physical education teacher. These observations are specific to personal knowledge, beliefs, and value orientations about teaching physical education that can filter ideas compatible and incompatible with the teacher education program objectives centered on teaching and learning. To deliver teacher education programs that are meaningful and relevant to the specific needs and orientations of PSTs' perceptions such as these must be better understood. The primary goal of this project was to investigate the value orientations and self-efficacy beliefs of pre-service physical education teachers. A secondary purpose was to identify how self-efficacy and value orientations change as a result of coursework in the planned sequence of pedagogy courses.

Research Perspective

This case study was based on the Scholarship of Teaching and Learning (SoTL) approach which is a method that allowed me to examine the effects of my own teaching as it related to student learning. SoTL is a growing movement in post-secondary education and a key way to improve teaching effectiveness and student learning outcomes. It has been defined as scholarly inquiry into student learning which advances the practice of teaching by making research findings public (Shulman, 2002). SoTL research encompasses aspects of professional development or faculty development, such as how teachers can not only improve their expertise in their fields, but also develop their pedagogical expertise. SoTL as a research agenda is a vehicle for faculty to understand

themselves as practitioners; however, given the inter-relationship between student and teacher, several precautions in the proposed study were implemented (see Research Protocol).

Significance/ Statement of the Problem

Teacher educators are often confronted with the difficulties of helping PSTs acknowledge and understand their belief systems, as well as possibly altering beliefs that have the potential to interfere with learning about teaching. Doolittle et al. (1993) thought valuable insight could be gained by attempting to identify specific instances during training when PSTs begin to adopt program ideologies or they begin to experience shifts in their own beliefs about teaching and learning. If teacher education programs are expected to impact what PSTs' believe intend and do, they must first find out what beliefs students bring with them to the teacher education program, reorganize and restructure any misconceptions about teaching physical education, and implement newfound understandings and methodologies.

Few studies have examined the beliefs and value orientations of PSTs, and there is even less research on what point during the PETE program PSTs' orientations change. The majority of research that has been conducted has examined a single physical education methods course during one semester. The current study employed mixed-methodologies in an attempt to capture information from three different cohorts of PSTs at three different time points within their PETE program. Given the paucity of research in this area, this research will contribute to the large body of literature and inform pedagogical practices for physical education teacher educators and provide guidance to more effectively structure courses and field experiences within the PETE program.

Purpose of the Study

The primary purpose of this study was to determine the attitudes, beliefs and value orientations of PSTs towards teaching physical education in one university's PETE program. A secondary purpose was to determine how these beliefs develop and change by examining these beliefs at different time periods during the planned sequence of pedagogy courses.

Guiding Research Questions

Question 1: What are the value orientations of PSTs at various stages in the planned sequence of pedagogy courses?

It was hypothesized that PSTs who were entering their first methods class would contemplate a variety of perspectives but would be unsure of their priorities. PSTs entering their second methods class or the student teaching practicum would exhibit clearly defined value orientations with sufficient consistency to reflect high and low priorities.

Question 2: How self-efficacious are PSTs toward teaching physical education?

It was hypothesized that PSTs in their initial methods course and field experience would exhibit lower self-efficacy than PSTs entering their second methods class or the student teaching practicum.

Question 3: How do self-efficacy and value orientations change through planned sequence of pedagogy courses?

It was hypothesized that value orientation profiles of PSTs would not be stable constructs. As they proceeded through the planned sequence of pedagogy courses PSTs would have clearly defined value orientations expressed by a high or low priority in at least one orientation. It was also hypothesized that teaching efficacy levels would increase throughout the planned sequence of pedagogy courses as differences in efficacy would be observed for all groups, suggesting that physical education teaching efficacy increases over the course of teacher education preparation.

Research Approach

Using the Scholarship of Teaching and Learning (SoTL) perspective lends credibility to the research study. SoTL is scholarly inquiry into student learning, (broadly defined as the acquisition of skills knowledge, abilities, attitudes and dispositions) which advances the practice of teaching by making research findings public (Shulman, 2002). Although this research approach shares some similarities with action-based learning, it is considered different because it uses empirical evidence discovered in post-secondary education as a key way to improve teaching effectiveness and student learning outcomes. Shulman (2002) argues that there are three distinct reasons for employing a SoTL research strategy: (a) professionalism, (b) pragmatism, and (c) policy. One valuable reason for engaging in the SoTL study of one's self and the students (most often PSTs) is that this approach helps us to identify our roles and responsibilities as professionals. Broadly, teacher educators are both scholars of a discipline and an educator. This unique combination and the interactivity between these roles needs to be better understood. There is sometimes tension between our differing roles, as educators seek to facilitate

learning, while scholars pursue evidence to advance our understanding of our current knowledge.

Pragmatism is a focused belief that we need to better understand the outcomes of our efforts as teacher educators. Specifically, how do our formally designed learning experiences affect pre-service teacher attitudes, beliefs, knowledge and teaching performance? Employing a SoTL research design as a teacher educator/scholar provides a purposeful forum for self-reflection, assessment, and improvement of teaching through a transparent, documented mechanism. The evidence gleaned is grounded in authentic experiences and not extrapolated from proxy measures.

Policy is a mandated form of accountability and assessment. Measuring progress toward compliance of the mandates of a given policy has merit from an evaluation and accountability standpoint. Utilizing a SoTL research design, allows the teacher educator/scholar to identify the indicators associated with the quality of their efforts as well as the pre-service teacher's progress toward a desirable outcome. For example, an institution may have a policy that requires a centralized supervisor, with expertise outside of the subject matter) to evaluate student teachers of all subjects (over the subject matter teachers educator serving as the supervisor). Employment of a SoTL research design would allow the subject matter teacher educator/scholar to determine the effects of his/her own efforts on learning during the student teaching experience. The importance of this relevant evidence cannot be overstated (Shulman, 2002). By using this approach, the researcher can analyze their individual teaching effectiveness and the overall PETE program involved in the study. Accordingly, this approach should be deeply valued in our in our profession, but it is often underutilized (Shulman, 2002).

Researcher's Role and Bias

It is important to note that the primary investigator was the instructor of record for the students enrolled in each of the three classes involved in this study. For the past five years the researcher had been the primary instructor of all of the methods classes in the PETE program involved in this study. Because of this, the researcher has the ability to get to know each student better and develop more in-depth relationships.

As both the instructor and the primary investigator of this study the researcher was in a precarious position. It is inevitable that the specter of bias surround this study, however, appropriate measures were taken to recognize and resolve these issues which in turn allowed the researcher to minimize any distortion of results.

Participation in sports and physical activity helped facilitate my entry into the teaching profession as a physical education teacher and a coach. Through these experiences I formulated my own opinions and beliefs about teaching physical education, many of which I now know to be flawed. Through my doctoral studies I have experienced an epiphany of sorts. Through the guidance of dedicated professionals I have gained tremendous knowledge and a renewed passion for physical education pedagogy. No longer can the 'old guard' be the status quo in physical education. I now consider it my mission to provide an awakening for my students and help them strive to become a more progressive and highly competent generation of physical education teachers and coaches, who meet the needs of today's students.

We are at a critical juncture in relation to the health and fitness of our nation's children, and as physical educators we possess the ability to impact our students' lives in

these areas at all educational levels. Teaching future physical educators to embrace their discipline and to be advocates on its behalf is a critical component, as each day our schools are faced with more budget cuts and decreased time students are allowed to be physically active. And while at times it seems like an overwhelming task, educating people to be physically active is an important cause that should not be marginalized because of its perceived lack of academic substance.

Now as a teacher educator, with the employment of the SoTL approach, I can begin to study my own practice as a teacher educator and introduce the strategies that are most likely to modify PSTs' beliefs and practice about teaching physical education.

Context and Research Participants

Participants for the study were recruited from 34 students enrolled for the Fall semester of 2012 in the Exercise and Sport Science (EXSS) courses 4340, 4341, and 4104. These courses were a requirement within the Physical Education Teacher Education (PETE) program at a private Baptist institution in the southern United States and were titled Secondary Methods of Teaching Physical Education, Elementary Methods of Teaching Physical Education, and Senior Seminar. Students in the PETE program were older than 18 years, predominately Caucasian males, and were expected to be in a good state of health. The majority of students had participated, or were currently participating in a collegiate sport at the university.

Research Setting and Context

Because this study was undertaken from a SoTL perspective, student learning was the primary focus and accordingly data was collected from all students in these classes. A

basic description of the requirements of each of the three courses is outlined below. Although measurement transpired during the course, the data was not analyzed until the course was completed and student grades were submitted.

EXSS 4340- Elementary Methods of Teaching Physical Education. This course is one of two physical education methods courses that are required of students seeking teacher certification in physical education. It is a 16 week, 28 session course that attempts to socialize PSTs toward desired perspectives and practices required of beginning physical education teachers. The course was taught by the primary investigator of the study who had taught the course for five years. For the first eight weeks PSTs met twice weekly on campus for a total of two hours and 40 minutes a week. During the eight week classroom portion of the course PSTs were introduced to a range of teaching skills employed by successful (effective) elementary physical educators, and was provided an understanding of the "skill theme approach" to children's physical education curriculum. PSTs learned and experienced the parts of an elementary PE lesson, analyzed appropriate activities, planned for one week of instruction, and participated in peer teaching and reflection during these classroom sessions. Students also were asked to reflect on their current beliefs about teaching physical education and on their prior experiences in physical education. This was seen as an important step as it is a means of developing an awareness of how these beliefs may influence their teaching.

The second portion of EXSS 4340 involved an eight week, eight session field experience at a local elementary school. The class as a whole, including the instructor visited the local elementary school once a week for a total of one hour and 20 minutes a week. The remaining one hour and 20 minutes was spent back in the classroom reflecting

on the previous field experience and continuing with lectures designed to build students content and pedagogical skills at the elementary level. The field experience in week one required PSTs to observe the experienced physical education teacher, get to know the students, the instructional climate used by the primary teacher of record, and the available facilities and equipment. Starting week two the PSTs were randomly placed with a teaching partner to participate in 10 minute station style teaching episodes with the elementary students in the class. For the last field experience session the PST partner groups were assigned a skill theme and required to design and teach a 20-minute lesson that was developmentally and instructionally appropriate. The groups were evaluated by the instructor using a pre-designed teacher evaluation rubric based on teacher effectiveness research. After each field experience all PSTs were required to participate in reflection tasks that evaluated their own group as well as all subsequent groups.

EXSS 4341- Secondary Methods of Teaching Physical Education. This course is one of two physical education methods courses that are required of students wishing to gain teacher certification in physical education. It is a 16 week, 28 session course that attempts to socialize PSTs toward desired perspectives and practices required of beginning physical education teachers at the secondary level. The course was taught by the primary investigator of the study who had taught the course for five years. The format of the course mirrored the Elementary Methods course except all field experiences were done at the secondary level. For the first eight weeks PSTs met twice weekly on campus for a total of two hours and 40 minutes a week. During the eight week classroom portion of the course PSTs were introduced to a range of pedagogical skills and teaching styles employed by successful (effective) secondary physical educators. Curriculum models

prevalent at the secondary level were examined and PSTs were required to engage in yearly curriculum planning as well as three week unit and individual lesson plans.

The second portion of EXSS 4340 involved an eight week, eight session field experience at a local junior high school. The class as a whole, including the instructor visited the local middle school once a week for a total of one hour and 20 minutes a week. The remaining one hour and 20 minutes was spent in the classroom reflecting on the previous field experience and continuing with lectures designed to build students content and pedagogical skills at the secondary level. Field experiences for week one required PSTs to observe the experienced physical education teacher, get to know the students, the instructional climate used by the primary teacher of record, and the available facilities and equipment. Starting week two the PSTs were randomly placed with a teaching partner to participate in 10 minute station style teaching episodes with the middle school students in the class. For the last field experience session the PSTs were assigned a sport or activity and required by themselves, to design and teach a 50-minute lesson to the whole class that was developmentally and instructionally appropriate. Each PST was evaluated by the instructor using a pre-designed teacher evaluation rubric that was based on teacher effectiveness literature. After each field experience all PSTs were required to participate in reflection tasks that evaluated themselves as well as all subsequent PSTs.

EXSS 4150- Senior Seminar. This class was a required course designed to serve as a capstone experience for physical education student teachers. The purpose of the course was to prepare the student to sit for Physical Education content section of the TExES examination. The class met once every two weeks for a total of two hours for

eight weeks. The format of the class included one hour of student teaching reflections and debriefing, with the second hour relegated to reviewing domains and competencies that are assessed on the TExES exam in physical education. Student assignments for this course involved completing practice test questions over the different domains and competencies, weekly objectives for teaching, lesson planning, and reflective tasks based on PSTs beliefs, perceptions and experiences of the student teaching practicum.

Instruments

During enactment of the course, data was collected through surveys, and course assignments specifically focusing on demographic information, value orientations, professional disposition, and self-efficacy, as part of the learning activities offered in the course. Participant interviews were conducted at the completion of the course. Valid, reliable instruments were used to collect the data. See the Research Protocol section for the procedures related to data collection.

Demographic Information

A demographic survey (Appendix A) collected information concerning gender, ethnicity, years in university, and previous experiences was collected at the beginning of the course of study.

Revised Values Orientation Inventory (VOI-2)

The VOI-2 (Appendix B) was administered to PSTs at the beginning and at the end of the semester. The VOI-2 is a 90-item paper and pencil inventory that classifies teacher beliefs into five competing educational value orientations which influence teacher

decision making (Chen, Ennis & Loftus, 1997). The VOI-2 has respondents rank each item in a set from 1-5 with 5 being the highest priority. Scores from each orientation range from 18-90, and respondents have to rank items consistently across the 18 sets to achieve a high or low priority score, with higher scores reflecting a higher priority for that orientation.

Self-Efficacy Questionnaire

A physical education teacher efficacy scale (Appendix C) was administered to each class at the beginning and the end of the semester to measure the efficacy of PSTs over a professional development sequence. This scale measured PETE student's confidence in their ability to produce student learning. Humphries, Hebert, Daigle, and Martin (2012) developed a broader, multi-dimensional teaching efficacy instrument specific to personal teaching efficacy for physical education. Through their work the Physical Education Teaching Efficacy Scale, (PETES) was developed based on the teaching efficacy literature, existing scales, and National Association for Sport and Physical Education's Teacher Education Standards. This 35-item, 7-factor scale measured a) content knowledge, which were activities one might teach; b) applying scientific knowledge in teaching, which reflected academic content; c) accommodating skill differences; d) teaching students with special needs; e) instruction, which included management, motivation, and instruction; f) using technology; and g) assessment.

Semi-Structured Interviews

The Institutional Review Boards of the two universities involved considered this study to be within the limits of normal educational practice and accordingly it was awarded an exempt status. As part of this exempt status, it was mutually agreed that

those participants who volunteered to be interviewed and audiotaped would provide written informed consent (Appendix D). Nine PSTs, three from each cohort, were recruited and volunteered to participate in the interviews. Selection was based upon gender, and year in school, in an attempt to have a representative subsample of interviewees. All interviews were conducted an EXSS instructor within the university who had completed the CITI Human Subject training. All interviews were conducted in person, on site except for two, which were conducted over the phone. The interview script (Appendix E) had specific questions that focused on PSTs acculturation prior to entering the PETE program, their value orientations, beliefs and thoughts on teaching physical education as well as changes to any of those perceptions, and their self-efficacy related to field teaching experiences. The interviews took approximately 30 minutes to complete and were audio recorded.

It is important to note that each of these methods of data collection was part of the normal educational practice in these classes, with the exception of the interviews. The surveys and rubrics used in the study were implemented into the course materials as a mechanism for PSTs to implement the reflective cycle (Kemmis & McTaggart, 1982). The reflective cycle is a continuum whereby teachers plan, act, observe, and make judgments about their own practice.

Research Procedures

Because the instructor of these courses was also the primary investigator of this research study, specific precautions were taken in the data collection to protect the rights of the human subjects in this study. In general, the research study was done

retrospectively and consent was obtained at the end of the semester after grades were reported. This was in compliance with the wishes of the Institutional Review Boards at the two institutions involved in the proposed research study.

In general, the procedures of this study were part of normal educational practice. All students enrolled in the aforementioned courses completed various class assignments which included the VOI SF survey and the self-efficacy questionnaire. The students had no knowledge of the study until the course was completed and grades were turned in. At the end of the semester, selected students received an email (Appendix F) asking for their participation in personal interviews conducted by an instructor within the EXSS department.

Data Analysis

Data were analyzed inductively by data source and deductively when comparing all data sources. Profiles were created for each class cohort in an attempt to identify the value orientations, level of self-efficacy, change in value orientations and attitudes over a semester, and the change in self-efficacy over a semester. In general, trustworthiness, a form of validity evidence, in this research project was confirmed through: (a) triangulation, (b) peer review and briefing, (c) negative case analysis, (d) identification of research bias and subjectivity, and (e) member checking (Creswell, 1998). This section will provide an overview of the analytic plan, organized first by research question and then across all data sources.

Research Question One

To give meaning to the value orientations of PSTs at various stages in the planned sequence of pedagogy courses, the following data sources were interpreted individually and collectively: VOI-2, and pre-service teacher semi-structured interviews.

The VOI-2 provided insight into a pre-service teacher's beliefs and attitudes about specific curricular outcomes. The VOI-2 organized the PSTs' values into different categories of (a) discipline mastery (DM), (b) learning process, (LP), (c) select-actualization, (SA), (d) ecological integration (EI), and (e) social responsibility (SR). These data were further decomposed into the categories of high, neutral, and low priorities, as determined by the cut points for value orientations established by Ennis and her colleagues (1993).

Data was analyzed descriptively for each value orientation for all PSTs and separately for the three cohort groups at the beginning of the semester. Mean values and priority rankings were calculated for the five value orientations as well as the number and percentage of PSTs who showed a high, neutral, and low priority for each of the orientations.

Semi-structured interviews with three PSTs from each cohort were conducted by an instructor within the EXSS department. Specific questions on the interview distinctly investigated the interaction between personal beliefs, value orientations, and other contributory experiences. Each interview was audio recorded and transcribed verbatim. To confirm the accuracy of the transcriptions and trustworthiness of the data, the transcriptions were returned to the participants for their review as a form of member

checking. At that time, they were permitted to modify or add information that they would like. Another method to ensure that the interview data was trustworthy and to minimize researcher bias, a professor in the Education department conducted an audit of the interview transcripts and served as co-rater. Further, peer debriefing with a colleague within the EXSS department and a research assistant on the study contributed to establishing trustworthiness. Once the authenticity of the interviews was confirmed by each participant, the researcher coded discrete statements and identified patterns within and across the interviews.

Research Question Two

To understand how self-efficacious PSTs are toward teaching physical education at various stages in the planned sequence of pedagogy courses, the pre-service teachers completed the *Physical Education Teacher Efficacy Scale (PETES)* survey at the beginning of the semester as part of their planned pedagogy coursework. Self-efficacy was calculated overall by adding the values of each self-efficacy factor. Descriptive statistics were employed to compare the summed self-efficacy scores for each cohort.

The interview protocol previously described for research question one was also employed here. Semi-structured interviews with three PSTs from each cohort was conducted by an instructor within the EXSS department. Specific questions on the interview distinctly investigated the PSTs self-efficacy towards teaching a physical education lesson. Each interview was audio recorded and transcribed verbatim. To confirm the accuracy of the transcriptions and trustworthiness of the data, the transcriptions were returned to the participants for their review as a form of member checking. At that time, they were permitted to modify or add information that they would

like. Another method to ensure that the interview data was trustworthy and to minimize researcher bias an Education professor conducted an audit of the interview transcripts and served as co-rater. Further, peer debriefing with a colleague, an instructor within the EXSS department and a research assistant on the study contributed to establishing trustworthiness. Once the authenticity of the interviews was confirmed by each participant, the researcher coded discrete statements and identified patterns within and across the interviews.

Research Question Three

To explain how self-efficacy and value orientations change through planned sequence of pedagogy courses the following data sources were interpreted individually and collectively: (a) VOI-2, (b) PETES survey, and (c) pre-service teacher semi-structured interviews.

The VOI-2 organized the PSTs' values into different categories of (a) discipline mastery (DM), (b) learning process, (LP), (c) self-actualization, (SA), (d) ecological integration (EI), and (e) social responsibility (SR). These data were further decomposed into the categories of high, neutral, and low priorities, as determined by the cut points for value orientations established by Ennis and her colleagues (1993.

Data was analyzed descriptively for each value orientation for all PSTs and separately for the three cohort groups at the end of the semester. These data were further decomposed into the categories of high, neutral, and low priorities, as determined by the cut points for value orientations established by Ennis and her colleagues (1993). To examine change over the course of the semester a repeated measures ANOVA with Bonferroni post hoc analysis was employed. Given the sample size, the intent of the

quantitative data was not to conduct advanced analyses, but more to contribute to the development of cohort profiles within a single teacher education program.

The interview protocol previously described for the previous two research questions was also employed here. Semi-structured interviews with three PSTs from each cohort was conducted by an instructor within the EXSS department. Specific questions on the interview distinctly investigated how PSTs self-efficacy and value orientations changed after the first, second, or third major course requirement in the PETE program at this institution. Each interview was audio recorded and transcribed verbatim. To confirm the accuracy of the transcriptions and trustworthiness of the data, the transcriptions were returned to the participants for their review as a form of member checking. At that time, they were permitted to modify or add information that they would like. Another method to ensure that the interview data was trustworthy and to minimize researcher bias, an Education professor conducted an audit of the interview transcripts and served as co-rater. Further, peer debriefing with a colleague, an instructor within the EXSS department and a research assistant on the study contributed to establishing trustworthiness. Once the authenticity of the interviews was confirmed by each participant, the researcher coded discrete statements and identified patterns within and across the interviews.

Creating profiles across all data sources for each cohort. The purpose of this research was to identify the attitudes and beliefs of PSTs by comparing cohorts at different stages within a physical education teacher education program. The data analysis plan was intended to give meaning to these data by creating and comparing teacher profiles for each cohort. Analysis actually began with observations of the PSTs in the initial enrollment in the planned sequence of pedagogy courses (Merriam, 2002). The comparison of cohorts

permitted the researchers to identify the occupational socialization and acculturation of the pre-service teacher as he/she progressed through the physical education teacher education program. As previously described in chapter two, understanding how PSTs formulate professional identities and become socialized into the profession is paramount. The researcher, with the assistance of a peer debrief, identified the patterns across the data sources, by cohort. A spectrum of evidence contributed to the development of the profiles from frequency counts to the observational descriptions from the researcher's journal. Based upon the pattern, themes were identified within each given cohort. Negative cases were extensively examined with interpretation including a stand along theme or identification of this individual as having an exceptional profile.

In summary, the researcher believes that this research approach, procedures, and data analysis strategies, provided a comprehensive understanding of how attitudes, values and beliefs, change among the individuals in one physical education teacher program in the southern United States. This study has merit because there is little evidence of how physical education teacher programs affect PSTs, in this modern era of standards-based accountability and sedentary lifestyle.

CHAPTER FOUR: RESULTS

Using a mixed methodological design, this study examined the value orientations and self-efficacy beliefs of pre-service physical education teachers (PSTs) as well as how these constructs changed because of coursework in the planned sequence of pedagogy courses. This chapter presents the findings of this study by data source among all participants and by cohort. Collective examination of all data sources guided the development of profiles.

Participants

After approval from two different institutional review boards, 34 adults volunteered to allow the researcher to use his/her class materials, after completion of the semester during which time they were enrolled in a pedagogy course in the professional development series at a private institution in the southern part of the United States. The participants were all physical education majors, who were predominantly male (n=22, 64%) and in their early twenties (M = 21.45, SD = 0.96). The ethnicities of the participants were 68% Caucasian, 15% African American, 15% Hispanic, and 2% other. Based on their year in school and the course that they were enrolled in, the participants were classified into three different cohorts. Table 1 provides a demographic and biographical overview of the data according to each cohort with an in-depth description that follows.

Table 1. Demographic overview of each cohort

Cohort One	Cohort Two	Cohort Three
• 11 PSTs • 5 female, 6 male • First PE methods class • Varied PE experience • 91% competitive athlete • 56% oriented to coaching • 73% influenced by coach	• 14 PSTs • 3 female, 11 male • Second PE methods class • Elementary PE experience only • 93% some teaching related experience • 100% competitive athlete • 79% oriented to coach • 71% influenced by coach	• 9 PSTs • 4 female, 5 male • Student teachers • Elementary PE experience only • Multiple teaching experiences • 100% competitive athlete • 67 % oriented to coach • 56% influenced by coach

Cohort One: Early Teacher Candidates

As seen in Table one, the 11 PSTs in cohort one were all enrolled in their first physical education methods class; three were seniors, seven were juniors and one participant was a sophomore. Seven of the PSTs were currently enrolled in a professional development class through the School of Education (SOE) and five had taken such a course previously. Data from the demographic survey indicated that seven of the PSTs had engaged in experiences related to formal teaching, with the majority of the PSTs having reported that they had previously or were currently serving as summer camp counselors or youth sport coaches. The survey data also showed the PSTs K-12 PE experience had been varied, as seven PSTs participated in PE only at the elementary level while four PSTs who were from outside the state of Texas, participated in all grades. When asked to classify the experience, all of the PSTs characterized their elementary PE experiences as positive with results that are more negative for secondary PE. Broadly

speaking, the majority of students in this cohort would be considered athletes, as ten of the eleven PSTs reported having played organized sports; three participated at the junior high and high school level while seven of the PSTs had continued collegiately. The demographic survey also asked PSTs to describe their attraction to the PE profession. Six of the eleven PSTs reported their wish to continue their interest in sports through teaching physical education and coaching. Eight of the eleven PSTs also reported that the greatest socializing influence for them entering the profession was a former coach.

Cohort Two: Advancing PSTs

The 14 PSTs in cohort two had previously completed one physical education methods class and were currently enrolled in their second of two required content-specific methods classes. Eight of the PSTs were classified as seniors and six were classified as juniors. Eight of the PSTs were currently enrolled in a professional development course through the SOE and eight had taken such a course previously. Thirteen of the 14 PSTs reported some type of previous teaching-related experience. Demographic survey data indicated four of the PSTs categorized their experience as camp counselor or youth sport coach, however, nine of the PSTs reported having engaged in some microteaching during courses with field experiences as well as peer teaching in their previous physical education methods class. Similar to cohort one, 11 of the PSTs participated in K-12 PE only at the elementary level, while three participated in all grades. All of the 14 PSTs participated in organized sports at some point in the lives, with 13 participating from junior high school through college. Eleven of the PSTs reported their desire to continue with sports as well as teach and coach as their primary attraction to the physical education profession. The PSTs identified a school coach (10 PSTs) or

their physical education teacher (three PSTs), as having the greatest influence on them entering the profession. In general, this cohort differed from cohort one by age, year in school, and the amount of formalized teaching experience.

Cohort Three: Student Teachers

Cohort three was the smallest of the cohorts and consisted of nine senior PSTs who had completed their university coursework and had begun their student teaching practicum. The members of this cohort had completed the professional development course sequence and were enrolled in a student teaching seminar, which met one time per week during the student teaching practicum. All nine of the PSTs reported previous teaching experience with six of the nine PSTs having experience with peer teaching or microteaching during field experiences in physical education methods classes. As seen in the two previous cohorts, all of the PSTs in cohort three participated in PE at the elementary level only, while participating in organized sports in junior high and high school. Additionally, six PSTs also participated in collegiate sports. These data indicated that six of the nine PSTs expressed a desire to continue with sports with the desire to teach and coach as the primary attraction to the physical education profession. When asked who their greatest socializing influence into the PE profession was, five of the nine PSTs reported a former coach, while three chose a former PE teacher. Although, the cohorts expressed similar attractors to the profession and had similar K-12 PE experiences, the groups differed in the amount of formal teaching that they had done and the amount of time that they had spent in the PETE program at this university.

Research Question One

The first research question examined the value orientations of PSTs at various stages in the planned sequence of pedagogy courses. Data were obtained from the VOI-2 Inventory administered at the beginning of the semester and semi-structured interviews conducted after the end of the semester. It was hypothesized that PSTs who are entering their first methods class will contemplate a variety of perspectives but will be unsure of their priorities. It was also hypothesized that PSTs entering their second methods class or the student teaching practicum will exhibit clearly defined value orientations with sufficient consistency to reflect high and low priorities. The mission of the PETE program supported these hypotheses as instruction was intended to enhance a student's value orientation centered on the learning process as well as to introduce the ideas focused on social responsibility.

Quantitative Analysis: VOI-2

As previously described in the methods section, the VOI-2 survey contained 90 questions and was employed in this study because curriculum value orientations are derived from an individual's beliefs, which influence the educational experience. The VOI-2 organized the PSTs' values into different categories of (a) discipline mastery (DM), (b) learning process, (LP), (c) self-actualization, (SA), (d) ecological integration (EI), and (e) social responsibility (SR). Descriptive statistics (Table 2) of mean scores, standard deviations, kurtosis, skewness, and range were calculated for the five value orientations for all PSTs at the beginning of the semester. These data were further decomposed into the categories of high, neutral, and low priorities, as determined by the

cut points for value orientations established by Ennis and her colleagues (1993). Table two reflects the descriptive analyses of the value orientation profiles at the beginning of the semester indicated that 84% of all PSTs (n=31) indicated a high or low priority in at least one or more value orientations (cohort one (n=11) 65%, cohort two (n=13) 92% and cohort three (n=7) 100%). Based on the established cut scores, PST group data showed evidence of neutral orientations for all values except SR. Group data also revealed the most highly prioritized value orientation was EI, followed by LP, while the least prioritized value orientation was SR.

Table 2. Value Orientations at the Beginning of the Semester for All PSTs

VO & Priority Orientation	M	SD	f	%	
DM	60.25	9.09			N
High			8	25.81	
Neutral			21	67.74	
Low			2	06.45	
LP	54.50	6.70			N
High			9	29.03	
Neutral			17	54.84	
Low			5	16.13	
SA	52.61	7.70			N
High			6	19.36	
Neutral			18	58.06	
Low			7	22.58	
EI	52.3	6.10			N
High			11	35.48	
Neutral			18	58.07	
Low			2	06.45	
SR	50.62	8.60			L
High			3	09.68	
Neutral			11	35.48	
Low			17	54.84	

Note. Results from all PSTs (n=31) for the five value orientations at the beginning of the semester including mean, standard deviation, frequency and percentage of PTs with high, neutral and low priorities for each value orientation.

Given the sample size, the inclusion of quantitative data were not intended to be used for advanced statistical analysis, but more to contribute to the development of cohort profiles within a single teacher education program. When broken down by individual cohort, as seen in Table 3, the data revealed that cohort one exhibited neutral orientations for each of the values, but according to frequency counts, the most highly prioritized value orientation was EI. Cohort two data also revealed neutral orientations for each value except SR, which was categorized as low. The most highly prioritized orientations were LP, SA, and EI. Cohort three was the only cohort to demonstrate a high priority for any orientation based on cut scores. The PSTs established a high priority for DM while establishing a low priority for SR.

Table 3. Cohort Value Orientations at the Beginning of the Semester

					Priorities			
VO & Priority %		M	SD	L	%	N	%	H
Cohort 1 (n=11)								
DM 9.1	N	57.81	9.74	1	9.1	9	81.8	1
LP 18.1	N	52.55	6.15	2	18.1	7	63.6	2
SA 9.1	N	52.55	6.62	2	18.1	8	72.7	1
EI 27.3	N	53.63	5.90	0	0	8	72.7	3
SR 18.2	N	53.27	9.85	5	45.5	4	36.4	2
Cohort 2 (n=13)								
DM 15.4	N	58.38	8.80	1	7.7	10	76.9	2
LP 38.5	N	54.0	6.75	3	23.1	5	38.5	5
SA 38.5	N	55.85	7.77	1	7.7	7	53.9	5
EI 38.5	N	52.61	4.94	0	0	8	61.5	5
SR 7.7	L	49.15	8.77	9	69.2	3	23.1	1
Cohort 3 (n=7)								
DM 71.4	H	66.6	6.05	0	0	2	28.6	5
LP 28.6	N	58.0	6.90	0	0	5	71.4	2
SA 0	N	47.38	6.99	4	57.1	3	42.9	0
EI 42.9	N	48.75	7.67	2	28.6	2	28.6	3
SR 0	L	49.25	6.36	3	42.9	4	57.1	0

Note. Results from individual cohorts for the five value orientations at the beginning of the semester including mean, standard deviation, frequency and percentage of PTs in each cohort with high, neutral and low priorities for each value orientation.

Instructor Profile. The instructor's value orientation profile is presented in Table 4. The data indicated that the instructor had a high priority for SR and a low priority for DM. The VOI-2 data suggests that the instructor's value orientation profile was markedly differently than the PSTs at the beginning of the semester. While the instructor clearly favored the SR orientation, PST group data reflected neutral priorities for all orientations except SR.

Table 4. Instructor's Value Orientations

VO	Score	Priority
DM	31.0	L
LP	52.0	N
SA	54.0	N
EI	53.0	N
SR	80	H

Qualitative Analysis: Interview Data

To further understand the make-up of student personal beliefs, value orientations, and other contributory experiences across the cohorts, nine interviews were conducted with nine individuals (cohort one = one male, two females; cohort two = two males, one female; cohort two = one male, two females). These individuals were selected based upon opportunistic sampling. Gender was a strata identified as a factor in the sampling, as at least one female and one male were targeted for each cohort.

Cohort One: Early Teacher Candidates

Why did the PST major in PETE? The three PSTs from cohort one were all enrolled in their first physical education methods class. Each had been involved in

interscholastic and collegiate athletics. These PSTs expressed a desire to coach as their reason for majoring in PETE and this was a very influential factor in their decision to become physical education teachers. A common factor for all three that influenced their decision to enter the profession was their overwhelming enjoyment of sports, and all three of the interviewees were currently participating on their respective collegiate teams. These PSTs saw physical education teaching as what Lawson (1983a) referred to as a "career contingency" since it would permit them to coach an extracurricular sport.

Two of the PSTs had also been socialized through family members who either were coaches or involved in athletics in some way. Jake had been around the coaching profession his entire life. His father and stepfather are coaches and his mother is a teacher and he never thought about doing anything different for a career. In Jake's words,

> Coaching is the lifestyle I've known my whole life. I mean seeing the relationships you can build as a coach is something that I really take to heart because it's something that I want; I want to have the same relationship and enjoy sports. (Jake interview)

The attractors to this career were slightly different for Allison, as she didn't want to have a desk job because she really liked working out and sports. She too was influenced by family members; "my whole family is very athletic; my brother is actually in the same major, he's [majoring in] exercise and sport science; I really look up to him and he's helped me figure out what I wanted to do."

Taylor was the PST most closely associated with what Lawson (1983a) called a teaching orientation. She had been influenced by introductory classes in the PETE

program and felt it was wise to get her teaching certification. She did however feel that getting her teaching certification would make her more marketable as a coach, as she said,

> I think that mainly realizing that I would be a little more marketable as a coach and there would be more job opportunities if I had my teacher certification and as I started my first few classes in the EC-12 certification and the PE classes I started to take I really took to and started enjoying it and I thought that this was the path that I would really like and enjoy the most. (Taylor interview)

Physical Education Experience

Two of the three PSTs in cohort one participated only in PE at the elementary level, thus limiting their experience in physical education because of their participation in athletics at the middle and high school levels. They reflected only positive attitudes and perceptions and commented that elementary PE had been their most enjoyable class. Taylor commented on her elementary experience in this way,

> My K-6 PE experience I think was my best because I had great teachers. They always had everything well planned out and there were always fun activities. I had one really good PE teacher who brought in a lot of different elements, not just physical education and being active, but she was really big on knowing the human body and how it worked. (Taylor interview)

Allison however had attended school in a geographic area of the country that required PE from kindergarten through twelfth grade (K-12). Her recollections of her experiences was also very positive, she stated,

> It was awesome. I had great teachers, they always had everything well planned out and there were always fun activities, we would go like bowling and ice skating. We would play things like capture the flag, flag football, and just every sport you could think of. They made it really fun, so it was good. (Allison interview)

At the middle school level as these PSTs began to transfer their recollections to the athletic realm these perceptions began to change and ranged from disgust to indifference. Taylor had been enrolled in a seventh grade PE class for one semester before joining the athletic team. It was there that she was "introduced to a terrible PE program." Jake saw PE as a class for kids who did not want to play sports and so he "didn't really care about it." On the other hand, Allison, the third PST who had experienced quality PE throughout K-12 had positive attitudes and perceptions toward PE. Because of the "great teachers and cool activities", she had been privy to, she wanted to try and do as good a job as they had done.

Attitudes about Physical Education

The PSTs of cohort one were asked to communicate their attitudes and beliefs about the purpose of physical education based on their current knowledge. PSTs were also asked to create the ideal physical education program and communicate where they would place the focus or emphasis for each of the levels in a K-12 program. After analyzing the data, two recurring themes emerged, which were divided by educational level of the physical education program. The first common theme reflected the need for physical education to be fun and enjoyable to students, to be a break from the classroom

and allow students to "*get their energy out and refocus*." The second recurring theme that resulted from cohort one interview data, which showed the importance that PSTs placed on how physical education programs should teach students to *live healthy, active lifestyles*.

Elementary physical education intended to get their energy out and refocus. At the elementary level, the overwhelming theme was again the idea of making sure physical education was fun and enjoyable for the students. Elementary PE was a way, for kids to be kids, to run and play outside and enjoy being physically active. Jake was especially adamant when recalling his own elementary experiences expressing,

> Well when I think of PE I think of it's a way for kids to get out of the classroom and enjoy themselves a little bit. You know, now that I've gotten in college and started in my degree plan I've started to understand how real it is for PE, it's for kids to live a healthy lifestyle, and that's what it's really for, but in terms of growing up and experiencing, that was always my get-away from the classroom; it gave me a break to be happy and enjoy myself. (Jake interview)

It is not difficult to make the connection between what these PSTs thought the purpose of elementary PE should be based on their own positive, enjoyable elementary PE experiences. These PSTs were also aware of the cuts to PE and to recess at the elementary level and in their opinion the elimination of these educational mainstays had decreased opportunities for students to be physically active and contributed to the obesity crisis. Taylor varied from the theme of just playing and having fun, as she commented on

the need to develop fundamental movement skills especially for the younger students. Taylor asserted,

> I think physical education ultimately should teach kids to be active for the rest of their lives, I think it's obviously important in the younger years, but the kids develop their basic motor skills, they get the basic concepts, forms of different things that will ultimately help them you know just be active for the rest of they're lives. I think it's important to teach them now and so they know about the possibilities that there are for them to continue to be active as adults and young adults, so that's what I believe is the ultimate purpose of physical education. (Taylor interview)

Live healthy, active lifestyle. References to the current childhood obesity crisis was a consistent undercurrent in the interviewees discussions on how important physical education teachers are in helping students finding ways to enjoy being physically active. One example of these student assertions came from Allison who said, "I think it's one of the most important things that kids need right now is some kind of way to get their energy out and refocus and all that stuff, so I think it's really important to keep PE. It helps them to understand that you need to continue that kind of lifestyle throughout your entire life." [Allison's interview]

For the secondary level, most PSTs agreed that becoming and staying active was the most important focus. As Jake suggested, "this is the time you are weeding out your athletic kids. Those that are left are usually those kids who aren't interested in participating in sports so you need to be able to introduce to them things they can do to

stay active." Introducing interesting activities that captivate students' attention as well as incorporating more opportunities for participation and competition was also deemed to be important. Taylor further corroborated these claims by stating,

> I think it's important to introduce them to things like running, or introduce them to things like yoga, or zumba, or stuff like that that they can pick up anywhere and do it and stay active and stay healthy and so just give them a whole bunch of opportunities, don't expect them to love everything you introduce to them….they might pick up on one things and take off of it and it might be something they love to do for the rest of their lives and be able to stay active that way. (Taylor interview)

Unlike the value orientations survey, where students in this cohort, lacked conviction regarding what they value, during the interviews members of this cohort clearly articulated what they thought was important, specifically the importance of fun and healthy living. What remains unclear is why there was this disconnect, was it because the students had a naïve or superficial understanding of the value orientations or did they not see this as a result of disciplinary mastery or the learning process, but instead prioritized the effect of a series of lessons over the process of developing a formalized curriculum.

Cohort Two: Advancing PSTs

Why did the PST major in PETE? The second cohort was asked the same questions in a semi-structured interview format. Members of cohort two PSTs who were selected for interviews, were all enrolled in their second physical education methods

class. Each of them had also participated in athletics from middle school through college and similar to cohort one, all expressed a desire to coach as their rationale for enrolling in the PETE program. Seth enjoyed helping kids and even though he was done playing competitively, he wanted to stay in athletics. He commented, “I really want to stay in athletics, the teaching part not so much, but I know it comes along with it. I think coaches have made an influence on my life, you know that’s how I ended up playing a sport and that’s how I feel……a lot of times I feel that’s the right way to play it and I want to pass that along to kids growing up.”

Similarly, Sam wanted to coach and he thought teaching “might be fun too.” He remembered PE in school as being fun and wants to keep it around [he perceived that PE might soon be eliminated from the K-12 school curriculum]. He also commented he had effective coaches and anatomy teachers growing up and having those people in his life influenced him to teach and coach. Caitlin, the third PST in cohort two to proclaim the importance of pursuing a coaching career, knew coming in that she wanted to teach and coach, as she thought,

> Honestly, coming in I was just looking for to be a teacher and a coach and that was just more fitting for what I wanted to do and it was interesting to go that route that have to sit there and through a bunch of biology classes or math classes, and I was just more interested in learning how the body works. (Caitlin interview)

The factors that influenced Caitlin were her involvement in sports at a young age and physical education provided an opportunity for her to meet her desire of staying in the sports realm.

Physical Education Experience

All three PSTs in cohort two participated in PE only at the elementary level, because they were part of athletic teams, which accounted for the PE credit hours at the secondary level. Their recollections of their experiences were vague, but all three commented they remembered elementary PE as being "fun" with good PE teachers who provided them with interesting games and activities. As Caitlin recalled her PE experience, "I don't remember much about it. Growing up I guess I kind of remember, you know, having the parachutes, playing with those, and jump ropes, kickball….we played dodgeball which is obviously frowned upon now, but for the elementary that's what I remember. Seth just remembered playing games, as he recalled,.

> I can't really remember how, you know what games. I really liked it. I thought all the teachers I had growing up…..they're very I guess involved, you know they didn't single kids out or stuff like that which I really don't like when people get singled out where they're not as athletic or stuff like that. I would say that all my K-6 PE was really good. (Seth interview)

Although the PSTs in cohort two did not participate in PE further than the elementary level, they did have opportunities to observe these classes and commented on their experiences. Sam had recollections of some of his high school football coaches teaching PE. He observed that they were treating the PE kids just like the football team; "you know, running them doing this and that; that's something that should change." Seth's observations of high school PE were that it was something that the "non-athletes" had to take, and he didn't really didn't think much about it. Caitlin's initial opinions of

PE were slightly stronger as she recalled walking by the PE gym and seeing everyone sitting down and not really participating. She alleged,

> I saw PE teachers who were coaches telling students to sit in the bleachers if they didn't want to dress out. These PE classes were just something that everyone laughed about. You know the PE classes were a joke, and the kids that took the PE classes took them because it was a joke and they could goof off for an hour of their day. (Caitlin interview)

These "apprenticeship of observation" experiences, as outlined by Lortie (1975), seemed to lead the PSTs in cohort two to definite perceptions of what PE was like at the secondary level. According to previous socialization research, these perceptions and attitudes could serve as filters to more suitable pedagogical orientations.

Attitudes about Physical Education

The PSTs in cohort two were asked to discuss their beliefs about the purpose of physical education. These beliefs revolved around two emergent themes: (a) *start kids out young on the path to becoming physically active and healthy* and (b) *motivating students to participate in PE.*

Start young, become active and healthy. For Caitlin it was important to point out that people misinterpret physical education, "It's not just about playing a sport, but it's about being healthy and living longer and understanding that exercise isn't a punishment, it can also be fun." From a different perspective, but confirming Caitlin's declarations, Seth has really been affected by the childhood obesity epidemic. He feels that a physical educator needs to learn how to motivate kids to active in today's society

especially with the myriad of electronics that captivate children's attention. Seth feels that …

> Physical fitness needs to start at the elementary level…..it doesn't start when you get to middle school and high school. It starts when you walk in and see a kid overweight. It's really not his fault when he's that young. So he doesn't know the difference between what's good for them, they just know what their parents give them. (Seth interview)

When asked to specify what they would emphasize at each of the K-12 levels, all three PSTs believed that the focus of an elementary PE program should be to start students at a young age to be physically active as well as introduce basic fundamental movements. Caitlin enthusiastically said,

> I would say the most important for elementary kids is to introduce like basic movements and for them to understand like this is fun, you can do this, you know, basic concepts of walking, running, jumping, hopping…..because I think younger kids are more interested in that kind of stuff. I think that's important, just fundamentals type activities that they're going to do. And you can even stress at a young age, you know, being physical active is important and I don't think you're ever too young to understand that and if you go outside and you exercise, you're going to feel better, it's just better for you. (Caitlin interview)

At the middle and high school level, the central theme was to continue to focus on a physically active and healthy lifestyle, but also offer more sports related activities. Sam pointed out that PE students at the secondary level aren't able to participate in athletics

and with PE there are a lot of different options or routes they can take to see what they like. For example,

> I remember that being in PE doing all the different sports we did because you know you don't just do the normal every day you know football, basketball ……..we played those but playing those little…..I don't know what to call them….not odd, but those sports that nobody plays all the time; that was fun because you realize there is other stuff to play, other games. Physical educators set you up on that path, show you different activities and things you can do throughout your life…..to have fun exercising and being active. (Sam interview)

Motivating students to participate. At the secondary level, all three PSTs felt that motivation was key for students to stay engaged in PE. According to the interviewees, many K-12 PE students that do not transition into athletics become apathetic toward physical activity and in turn resist participation in PE. Sam maintains,

> For the middle school and high school PE I would say, you know, kids that are just students, they still need to be active and healthy too and if they don't want to play a sport that's fine, you know, not everyone has to be an athlete, but I guess it's to keep them active because you know….because clearly our country has an overweight problem. I think, like I said start kids young, keep them going through middle school and high school and hopefully we'll have healthy adults. (Sam interview)

Caitlin suggested that the teacher needed to show the students that he/she cared and he/she is willing to help them. She also felt if the teacher got the students interested

and chose activities that they liked, then maybe the students would be more likely to participate, as asserted by stating,

> I think the biggest thing is to get them motivated. High school kids are not motivated, especially the PE kids, and if you can really let them know you care and you're just there to help them, if they want to play this game….let's play this game. And again, preach physical fitness and health, but I think it's important to know them because like I said…high school students are not motivated, but if you can get them interested and you pick things that they like, then maybe they will be more cooperative. (Caitlin interview)

Creating a supportive environment and showing students the positive effects that come from sport related activities was important to Seth, as he had observed a PE teacher at the secondary level use exercise as punishment. He felt this action mistreated the PE students, as if they were in athletics. In Seth's words,

> There is this gym teacher over at one of the schools we visited, and you know he was a pretty negative guy and it just made me think like why? That's not going to get anything out of them, and you could tell the kids they're just trying to seek his approval, but it's just that he was something else….so it's just gotten more stronger for me on how to get kids more positive and being positive. (Seth interview)

The three PSTs in cohort two overwhelmingly expressed their opinion that PE teachers that were also coaches should differentiate between their athletes and PE students. In regards to this idea of recognizing the differences, Caitlin commented "it's

just different with athletes because you can push them because you know they want to be there in your program. With PE kids maybe they don't enjoy running or jumping or whatever, so you [as the teacher] have to figure out what they enjoy doing and take that and allow then to be healthy and kind of direct them in that way." Sam hoped not to have a conflict between the two, by stating,

> Like I said I think it's easy for people…for coaches to get caught in the fact of rolling out a ball and this team versus that team and I don't think kids really respond to that. You have to know your personnel, you have to know your kids and what they enjoy and what they like to do and how they're going to respond to what you're trying to teach them. That's also another thing with PE because you can't really look at physical education as a punishment, or just running or just stuff kids don't like; you kind of have to figure out what they enjoy doing and take that and allow them to be healthy and kind of direct them in that way I guess. (Sam interview)

Similar to cohort one, the quantitative results of the VOI-2 and the qualitative data provided a somewhat different image. The PSTs in cohort two were also unsure of their value orientations according to the VOI-2; however, when interpreting their interviews it is clear they were passionate about providing opportunities for children and adolescents to participate in physical activity and enjoy such experiences. The members in cohort two seemingly demonstrated an emergence of values, particularly in Caitlin's case. Through Caitlin's interview it became clear that she did not want to be like the programs that she had witnessed, but instead wanted to help change the perception of PE. Further, she felt these stereotypes had originated from individuals outside the discipline of physical

education. The PSTs in this cohort also expressed the view that PE teachers at the secondary level who served the dual role of the athletic coach and physical education teacher, needed to be differentiated. The interviewees felt, athletes and physical education students were different and had unique motives and needs. The PSTs believed that if PE teachers were more receptive to physical education student's voices by providing choice of activities and a more positive climate, there would be a greater likelihood that physical education classes would be a more motivating and uplifting experience for everyone.

Cohort Three: Student Teachers

Why did the PST major in PETE? The final cohort had completed both of the required physical education methods classes, the entire professional development sequence and was currently enrolled in their student teaching practicum. The interview took place at the end of their student teaching experience. As was the case with the previous two cohorts, cohort three PSTs also participated in interscholastic athletics in junior high and high school and collegiately. Their primary interest for majoring in the PETE program was to coach and teaching was a means to an end, which was different from the other cohorts, because it more strongly epitomized the coaching-teaching role conflict. Two of the PSTs had been influenced to teach and coach by family members who were teachers and coaches themselves. Anissa recounted, "Definitely my family was an influence. My sister is a coach and teacher as well, she is a certified PE teacher, my dad is a basketball coach and teaches PE and I guess athletics has just been in our family and it's just kind of been imbedded in me my whole life." Kortlin commented, "I have three aunts who are former coaches or are still coaching so growing up we used to go visit them, I got to go on trips with them, sit and watch practices so I've pretty much have

been around the coaching aspect ever since I can remember. Lauren had a different socializing experience as she had been influenced by her peers on her college basketball team because they themselves were enrolled in the PETE program. Kortlin suggested,

> Some of the girls on the team…..I would talk to them because I was trying to find out about what to do exactly so I talked to them to see how they liked it, you know they explained to me the classes they were taking and the things they were learning, and that kind of made my decision to say….that's kind of what I want, that's what I want to do. (Lauren interview)

Physical Education Experience

Because of their participation in athletics at the middle and high school level, each of the three PSTs experienced PE only at the elementary level. In common with the two previous cohorts, the PSTs in cohort three all commented about their positive experiences with elementary PE. Lauren mostly remembered having fun, as she said, "I loved it….it was fun. I think it's very different than what it is today. She participated in jump rope for heart and saw more of what they were learning and the purpose, for example,

> I think with my second elementary school it was more structure; I saw more of what we were learning and the purpose, not just 'here you go let's play this game', it was more of here's what we're going to do and this is why we're doing it. (Lauren interview)

Anissa remembered scooter basketball and a lot of fun games that were similar. Anissa's recalled her elementary experience this way: "One of my mentor PE teachers from elementary was amazing. She would have all these games that brought us together, taught

us how to be disciplined and team work and stuff like that. I really feel that I was…..that I benefitted from my PE experience in elementary." These early positive experiences were important socializing moments for Anissa because she also realized her love and enjoyment of being active originated from these experiences.

While the PSTs from cohort three participated in interscholastic athletics in middle school and high school, their observations of PE programs at this level left lasting impressions on them. Anissa observed PE classes and saw students who were not dressed out or were on the bleachers talking. She commented that her perspective on PE as she was coming out of high school was,

> Like you know, it's just PE, you can go and sit for 50 minutes and it was Ok. I was in athletics but I think PE was the period before athletics so we would see a lot of the PE classes and it was basically that same as the middle school; a lot of students who weren't dressed out or on the bleachers talking, or some of them would be walking the court or it was just very unorganized I would say. (Anissa interview)

Lauren had some similar feelings on PE at the secondary level. "I think PE gets a bad rap because there are teachers out there who only care about coaching so they kind of give PE a bad rap because they just kind of throw the ball out or whatever."

As discussed in chapter two, PSTs past experiences of physical education have been found to influence how they react to and are affected by attitudes expressed in PETE. The PSTs in cohort three reflected the positive perceptions of their elementary PE

experiences but also observed negative experiences at the secondary level as the previous two cohorts.

Attitudes about Physical Education

When asked to express what they believed to be the purpose of PE, based on their current knowledge base, the PSTs in cohort three overwhelmingly reiterated the common recurring theme of being physically active and maintaining a healthy lifestyle. Worried about the childhood obesity rate and the expansion of the amount and availability of technology, these PSTs felt PE was even more important now because in some ways it was the only time that many students had the opportunity to be active. In Anissa's interview it was revealed that,

> I've really gotten to appreciate PE and I really see the importance of being physically active and avoiding obesity and having students be active at least an hour a day because everything makes sense and that's what I want to definitely teach if I become a PE teacher. It's just to teach my different outlook on it, and not to have students go through high school like I did and have that old fashioned or traditional outlook on PE. (Anissa interview)

While being physically active and achieving a healthy lifestyle was inherent in the PSTs discussion of their ideal PE program, they also believed that a focus on basic motor skills instead of sports skills was important at the elementary level. Anissa commented that at the elementary level there should be the lack of emphasis on an actual sport, but teach them "the basics of just about everything that they will use every day." Kortlin also

thought it important at the elementary level for students to “take something meaningful” from PE such as the basic skills that students can improve on down the line.

At the middle school and high school level the PSTs thought sports skills and strategies should be introduced along with more unique and alternative activities that allowed students opportunities for variety. Lauren commented, “I found out that when you used more variety of unique games like disc golf, they loved it, so then we tested it out and talked about strategies and situations. It was kind of cool for them to see beyond the ABC’s of PE.” Anissa thought it was important for students to enhance their skills learned in elementary PE in order to play more organized sports games such as basketball or volleyball, so she said,

> At the secondary level you want more of them trying to get involved, and they want to be involved but I feel teaching them sports along with of course teaching them being physically fit for a lifetime….like having them do simple like running for two minutes, like doing ten pushups every day, things like that is good for them to start to get used to, but also I feel teaching them the basics of basketball, volleyball, or anything like that….just having to enhance their skills from elementary is very important to me. (Anissa interview)

Since students were slightly more mature at the secondary level, Anissa felt the importance of teamwork and respecting one another should also be integrated into the lessons.

With regard to research question one, it was anticipated that the three cohorts of PSTs would have value orientations that fluctuate correspondingly with the sequence of

coursework within the curriculum. This was partially correct, as value orientations do fluctuate by cohort, but the precise evolution and the relationship to that of the teacher educator remains unclear. There is substantial evidence that student teachers or cohort three, demonstrated more assertive convictions and distinct value orientations. These assertions seem to appear out of two years of "muddied" perceptions, where the PST is not sure what to think or believe. Their apprenticeship of observation suggests that they entered the field because it was the profession most closely related to their athletic prowess and offered the greatest potential for them to pursue.

Research Question Two

The second research question examined the self-efficacy of PSTs at various stages in the planned sequence of pedagogy courses. Data were obtained from the administration of the *Physical Education Teacher Efficacy Scale (PETES)* survey given at the beginning and end of the semester as well as semi-structured interviews conducted after the semester ended. It was hypothesized that PSTs in their initial methods course and field experience will exhibit lower self-efficacy than PSTs entering their second methods class or the student teaching practicum.

Quantitative Analysis: Physical Education Teacher Efficacy Scale (PETES)

This research question examined and compared self-efficacy at the beginning of the semester for each cohort. An overall self-efficacy score was calculated by adding the values of each self-efficacy factor. Descriptive statistics of mean scores, standard deviations, kurtosis, skewness, and range were calculated for the summed self-efficacy score of each cohort. As shown in Table Five, cohort one (n=9; M=245.44; SD= 30.32)

had the lowest summed self-efficacy score at the beginning of the semester followed by cohort two (n=12; M=259.41; SD=34.76) with cohort three (n=8; M=269.00; SD= 22.72) exhibiting the highest self-efficacy score at the beginning of the semester. This finding is in line given that cohort one had little to no teaching experience in the field, while cohort three had the most teaching experience in the field.

Table 5. Summed Self-Efficacy Cohort Scores at the Beginning of the Semester

Cohort One	Cohort Two	Cohort Three
M=245.45	M=259.41	M=266.00
SD=30.32	SD=34.76	SD=27.44

Qualitative Analysis: Interview Data

Using the portion of the semi-structured interview questions that related to self-efficacy, the data were coded and reduced into themes of *nervous at first* and *nervous but confident*.

Cohort One: Early Teacher Candidates

Nervous and Anxious. For the first time in their professional lives, members of this cohort participated in formal peer teaching episodes. In the field experience, the PSTs had eight opportunities to visit a PE class at a local school where they observed as well as planned and taught a variety of mini-lessons. When asked how the PSTs felt and how confident they were in those initial field experience situations, the common response for all three was “nervous at first”. Taylor commented that she was definitely nervous, but she thought that was a normal response, as confirmed by this response.

> I think I was definitely nervous, I think you're always nervous the first day going in with kids you don't know and they don't know you, but at the same time I was very confident because I knew exactly what to do, you know I was taught how to begin a lesson, how to do a lesson, how to end a lesson, I was taught how to plan out my lesson plans, I was taught how to handle kids if they were misbehaving or if they were talking or not paying attention. So I was never worried or nervous that I wasn't going to know what to do….you know I was more worried about what the kids would think of me and how the lesson overall was going to go. (Taylor interview)

Jake hesitated in saying he was nervous. While he did say he was somewhat confident, he did feel he was more "anxious" especially with elementary students. He did not see himself teaching at the elementary level and felt himself somewhat uncomfortable with the age group. Allison was perhaps the most nervous of the group when she recalled her first teaching experience in the field. She recalled her initial experience in the following way,

> I was very nervous, like it was the first time doing anything like that so I was very nervous. The first time it didn't go so well; the teacher at the school gave us some advice on activities to do and they [the students] did not understand what we were asking when we told them; it was pure chaos, so then, the second time I was nervous it was going to be the same way, but it went a lot better. (Allison interview)

Cohort Two: Advancing PSTs

Nervous, at First. The teaching experiences of cohort two were very similar to cohort one in the fact that they too had participated in peer teaching episodes as well as observing and teaching PE lessons in a local school. The primary difference between the cohorts was the amount of and variety of field experiences. At the end of the semester when these interviews were conducted, cohort two had completed both methods classes and so they had experience in teaching PE lessons at both the elementary and secondary level.

The theme of *nervous, at first* represented the dominant response when PSTs in cohort two were asked how they felt when teaching PE lessons in the field. Seth was nervous at first, but was not actually nervous to teach in front of the class, he was nervous that maybe what he was doing was not right. He commented,

> I was nervous that maybe what I was doing wasn't right, I don't know if that makes sense. Because a lot of the time I didn't teach what I really wanted to teach because we didn't have enough time to teach something like that. I think one time I had to teach ultimate Frisbee maybe and so I don't like teaching stuff unless I really know what I'm talking about. (Seth interview)

The nervousness, seemingly subsided over time as Sam reflected that he was not as nervous at the middle school. The class was smaller and he felt the students were a little older and that they listened better. Sam commented on his elementary field experience this way,

> When I went to the elementary school and you have 50 second graders, which was a little nerve wracking because you know you can't yell at them, you have to

> be patient. You're the new teacher so they're going to test you and I was pretty nervous for that, but once I did it, I taught my lesson and it went pretty smoothly, I realized it wasn't that bad; you just got to go out there and do it. (Sam interview)

Caitlin, the third PST in cohort two was also nervous at first, but like Sam, she gained confidence through analysis of her teaching episode. Given these comments, it was suggested that as self-efficacy increased over time in the program, in general, nervousness decreased; however, that did not mean that there were not times where these two traits regressed to levels of previous cohorts or years in the program (this idea will be further decomposed and reintroduced through the results section). Yet through her coursework, and specifically by receiving feedback on her instruction, Caitlin became aware of both her teaching successes and struggles. Alluding to her increased confidence she commented, "I don't really have to practice now; I just go in and go with it because I feel like I know what I'm doing. I feel pretty confident in the activities and the classroom management."

Cohort Three: Student Teachers

Nervous but Confident. The PSTs in cohort three were participating in their student teaching practicum during this study. At the time of these interviews, the PSTs had completed both of the physical education methods classes as well as all of their coursework including the professional development sequence in the School of Education, which represented the entire professional development series. The teaching experiences of cohort three were similar to those of cohort two except for the added benefit of the numerous observation hours required in their education classes. The PSTs had peer

teaching experience and in their PE methods classes they had taught lessons at both the elementary and secondary level of a local school district.

When asked to consider how confident they were during their student teaching practicum the overwhelming theme was consistent with the responses from the previous two cohorts. Almost verbatim, the PSTs commented that they were nervous at first, but almost immediately their confidence began to build and they felt more comfortable and efficacious. Lauren quickly became more confident during student teaching after pulling from all the experiences she had during the PE methods classes. She commented,

> Well, I think we were all kind of nervous at first, with all those kids, because for our first one [lesson] we had never done it before and so it was nervous, but like I said, we went often and they got us involved, so after the first time it was fun and we kind of all knew what to expect, we were prepared. I felt confident with all the experience we got not only in the classroom, but even more so in the schools. We knew what to do. We made our lesson plans, we had taught it, and we saw what worked and what didn't work, so it was nice having that experience under our belt. (Lauren interview)

Anissa was also nervous at first but within minutes, she became more at ease with her surroundings. She also commented that it was "nice to embrace the role of an authority figure and I definitely got comfortable with it."

In summary, these findings corroborated those previously presented in the quantitative data and suggest that the sequence of courses within the professional development series, which are inclusive of specific field experiences, are effective in

developing self-efficacious teachers. Specifically, self-efficacy increased over time in the program, while the amount of nervousness declined. However, the trait of self-efficacy will be further decomposed in the data analysis for question three, as the effects of specific coursework on self-efficacy will be examined.

Research Question Three

The third research question examined how self-efficacy and value orientations changed after the first, second, or third major course requirement in the PETE program at this institution. Data were obtained from the administration of the VOI-2 Inventory and the PETES survey given at the beginning and end of the semester. Additionally, semi-structured interviews were conducted after the semester ended. It was hypothesized that value orientation profiles of PSTs would not be stable constructs. As they proceed through the planned sequence of pedagogy courses PSTs will have clearly defined value orientations expressed by a high or low priority in at least one orientation. It is also hypothesized that teaching efficacy levels will increase throughout the planned sequence of pedagogy courses as differences in efficacy will be observed for all groups, suggesting that physical education teaching efficacy increases over the course of teacher education preparation.

Quantitative Analysis: VOI-2

Descriptive analyses of the value orientation profiles (see Table 6) indicated that at the end of the semester 96% of all PSTs (n=28) established a high priority for at least one value orientation; cohort one (n=10) 100%, cohort two (n=14) 93%, and cohort three (n=4) 100%. Based on the established cut scores, PST group data at the end of the

semester showed evidence of neutral orientations for all values except SR. Group data also revealed the most highly prioritized value orientation was EI, followed by DM, while the least prioritized value orientation was SR.

Table 6. Value Orientations at the End of the Semester for All PSTs

VO & Priority Orientation	M	SD	f	%	
DM	60.04	10.48			N
High			12	42.86	
Neutral			12	42.86	
Low			4	14.28	
LP	54.29	7.59			N
High			4	14.28	
Neutral			20	71.42	
Low			4	14.28	
SA	51.89	7.58			N
High			6	21.42	
Neutral			17	60.71	
Low			5	17.85	
EI	52.93	6.14			N
High			13	46.42	
Neutral			13	46.42	
Low			2	7.14	
SR	49.75	10.02			L
High			2	7.14	
Neutral			12	42.86	
Low			14	50.00	

Note. Results from all PSTs (n=28) for the five value orientations at the end of the semester including mean, standard deviation, frequency and percentage of PTs with high, neutral and low priorities for each value orientation.

When broken down by individual cohort, (see Table 7) post-test data revealed cohort one exhibited neutral priorities on all value orientations except SR, which was low, but the most highly prioritized value orientations were DM and EI. Cohort two data

also revealed neutral priorities on all value orientations except SR, but EI was shown to be the most highly prioritized orientation. Cohort three also remained consistent as they again exhibited a high priority for DM and a low priority for SR. A repeated measures ANOVA with Bonferroni post hoc analysis for each value orientation revealed no significant difference over time or between cohorts.

Given the sample size, the intension of the quantitative data was not to conduct advanced analyses, but more to contribute to the development of cohort profiles within a single teacher education program.

In summary, the results of the VOI-2 over the course of the semester showed consistent value orientations for the entire PST group as a whole and by each cohort.

Table 7. Cohort Value Orientations at the End of the Semester

VO & Priority %		M	SD	Priorities L	%	N	%	H
Cohort 1 (n=10)								
DM 50.0	N	60.90	12.5	2	20.0	3	30.0	5
LP 0	N	54.60	4.40	1	10.0	9	90.0	0
SA 30.0	N	51.30	7.80	3	30.0	4	40.0	3
EI 50.0	N	54.30	3.70	0	0	5	50.0	5
SR 20.0	L	48.60	11.8	6	60.0	2	20.0	2
Cohort 2 (n=14)								
DM 28.6	N	58.0	9.19	2	14.3	8	57.1	4
LP 21.4	N	54.8	8.34	2	14.3	9	64.3	3
SA 21.4	N	53.4	7.21	1	7.14	10	71.4	3
EI 42.9	N	54.0	7.23	1	7.14	7	50.0	6
SR	L	49.86	9.13	7	50.0	7	50.0	0
Cohort 3 (n=4)								
DM 75.0	H	65.0	9.89	0	0	1	25.0	3
LP 25.0	N	51.75	12.20	1	25.0	2	50.0	1
SA 0	N	48.25	8.95	1	25.0	3	75.0	0
EI 50.0	N	52.75	8.26	1	25.0	1	25.0	2
SR 0	N	52.25	10.43	1	25.0	3	75.0	0

Note. Results from individual cohorts for the five value orientations at the end of the semester including mean, standard deviation, frequency and percentage of PTs in each cohort with high, neutral and low priorities for each value orientation.

Quantitative Analysis: PETES Scale

This research question examined change in self-efficacy over the semester for each cohort. Overall self-efficacy was calculated by summing the values of each self-efficacy factor. Paired t-test results (see Table 8) for cohort one (n = 9) showed significant differences (p = 0.05) between pre (M = 245.44; SD = 30.32) and post (M = 284.33; SD = 24.88) on summed self-efficacy score. Results for cohort two (n = 12) also showed significant differences between pre (M = 259.42; SD = 34.77) and post (M = 283.00; SD = 25.05). While data for cohort three (n = 5) did not show a significant difference between pre (M = 266; SD = 27.44) and post (M = 282.20; SD = 23.98) summed self-efficacy scores (see Figure 1).

Table 8. Paired T-test Results by Cohort

Cohort	Time 1 M±SD	Time 2 M±SD	T-test P value
1 (n=9)	245.0±30.32	284.3±24.88	p=.000
2 (n=12)	259.4±34.77	283.0±25.05	p=.029
3 (n=5)	266.0±27.44	282.2±23.98	p=.154

Repeated measures ANOVA with Bonferroni post hoc analysis revealed no significant difference between cohorts. Visual inspection of the data did reveal that cohort one had the largest gain in efficacy from the beginning of the semester, followed by cohort two, and data from cohort three showed the least gain in efficacy from the beginning of the semester.

Qualitative Analysis: Interview Data

When determining if values and attitudes of PSTs changed as a result of the pedagogical sequence PSTs were asked to communicate their attitudes and perceptions of PE when entering the PETE program up until the time as the study was completed. To determine a change in self-efficacy occurred over the pedagogical sequence PSTs were asked to describe how confident they were in their initial field teaching experience and how confident they were at the time the study was completed.

Cohort One: Early Teachers Candidates

Attitude Change. As referenced in research question one, the PSTs attitudes and perceptions of physical education when they entered the PETE program were overwhelmingly positive at the elementary level. This was very different for PE on the secondary level, as there was a much highly negative connotation. When asked if their thinking had changed since entering the PETE program, the common response was a definite change and a positive perception of PE. Growing up, Jake thought PE was just for kids who did not play athletics so he did not take it too seriously. He now sees how the lifestyle of a generation can be affected by the childhood obesity epidemic. “It starts to kind of hit home that PE is a little more serious than we give it credit for.” Allison thought that “PE was a lot easier than it is.” She did not realize there was so much that goes into developing a quality PE program until she had to plan and teach her own lessons to real students. Taylor also had an awakening when it came to how much learning was incorporated into PE classes, as evidenced in this statement,

> I think I've realized how important PE is, that it's not just a class that you go to for fun to get you moving for a little while. I know now that it's very important for a child's future and for a child's physical development and overall health. It's really not something I thought of much until I started these classes. (Taylor interview)

Confident and Well Prepared

When examining the self-efficacy of PSTs, as referenced in research question one, the PSTs were nervous at first but became more confident as time progressed. When asked how confident they felt at the time of the interview that they could teach a PE lesson two common themes emerged; each PST felt they were more confident now and that they had been well prepared. Taylor was very confident. She expressed that confidence by making the following comments,

> Even though I haven't graduated yet or received my teaching certification, if I was offered a job and they said you start tomorrow teaching a lesson, I think I could. The teaching and education I've received so far definitely prepared me to teach a PE class and to plan not only a lesson, but a whole year or more worth of PE classes. (Allison interview)

Jake was also not lacking in confidence. He remarked that he felt very confident in teaching a PE lesson, but he thought he could also teach history too. He felt the firsthand experience he got teaching PE lessons in the local school district was an invaluable experience. As a negative case example, Allison was the only PST in cohort one about her level of confidence as she stated,

> I'm more confident than when I started, but, I still feel I have a lot of work to do. I still have all those education classes to take, so I feel that I still have a lot of work to do to get better. But just going to the different schools and teaching the way that we like discussed things in class definitely helped a lot to go over there and feel a little more confident about what I was going to teach. (Allison interview)

Cohort Two: Advancing PSTs

Attitude Change. The PSTs in cohort two had positive recollections of their elementary PE program. All of their experiences were positive and they felt that their elementary PE teachers were well organized and made learning fun. However, the PSTs opinions of PE at the secondary level changed dramatically. Several recalled ineffective PE teachers, inactive participants, and a general lack of accountability for the class. When asked if their thinking had changed since entering the PETE program, all three PSTs responded in the affirmative. Seth was particularly adamant about his change, as he declared,

> Oh, it's changed 100%, just because I feel like there is a purpose for physical education now; it's not just go in there and play a game. Now it's more I see it as motivating kids, make them….don't make them…..but show them the positives that come out sport related activities and stuff like that and it's definitely changed for the better. (Seth interview)

Similarly, Caitlin's perception of PE had also taken a turn toward the positive. Her earlier observations of inferior PE programs had been replaced by more appropriate socializing influences. She stressed,

> Like I said earlier, I thought PE was a joke in high school. But after taking the classes and learning from the professors here, it's kind of taken a different turn….they're [PE teachers] trying to turn a new leaf and you can tell they're trying to get kids interested in other games. It's just they're not even playing sports, they're doing something that the kids are actually interested in, so I think now PE has taken a different turn and it's exciting. That's kind of my take on it now…it's not the joke, and people want to be in it, people want to become healthier. I guess it's kind of the time change now, people are more obese, it's a bigger deal, its talked about in media, and I think even now our younger kids are starting to realize 'hey, I need to be more fit'. (Caitlin interview)

The third PST in cohort two corroborated this claim, by saying that his attitude about PE had changed since joining the PETE program and his eyes had been opened. Sam reflected that, "you have to separate the way you treat your physical education class from [how you treat] your athletes if you are a coach. You can't punish kids in PE to make them run because you don't want them hating running and something like that because they see it as punishment."

Confident and Well Prepared. When asked how confident they were that they could teach a PE lesson, the PSTs in cohort two all responded that they easily could carry out this task. As their discussion unfolded, they outlined how their preparation had allowed them to have the confidence to teach independent of the supervisors. Caitlin felt that the combination of all of her PE methods classes helped her the most. This was confirmed by her self-efficacy scores and this statement,

> I think it's prepared me well, like the classes in how to manage, and maybe how kids will respond, how you can take different pathways with different kids and knowing how to deal with different attitudes and different ages. Different teaching styles….just being knowledgeable in your area is the most important and my classes here have really helped me understand what I want to do and how I want to do it and which way best suits my kids. (Caitlin interview)

Specifically, it was the lesson planning requirement in those classes that helped her in the curriculum class that was required in the professional development sequence. She reiterated that, "everyone complained about the curriculum class and how hard it was, but I breezed through it and didn't think it was a problem at all and I feel like it was [a] credit to having taught five or six lessons under my belt already."

Although the trajectory of his confidence was similar, Seth was supremely confident. He felt he could walk in there now and have no problem. In one example of apprenticeship of observation, Seth commented that the way he was taught gave him confidence, after seeing other PE teachers in the field, to be able to think that he could do better than that. Further, he thought that both of the PE methods classes helped him the most, especially the first hand experiences inherent to both classes. He insisted, "The professor didn't just teach out of the book… she taught us what's going to happen and what we needed to do, which is what I like. I don't like it when they just read out of the book… and I like the brain breaks too."

Sam was nervous when he taught for the first time, especially when it revolved around teaching second graders. Although, when asked how he felt at the current time

and if he would he be able to go back there now and teach them, he said a resounding yes. He reflected that he would "feel way more confident [teaching a second time] and would be fine." The courses that required him to refine his own motor skill also made a substantial contribution to his development as he commented "they are set up so you can learn in the classroom, talk about it for a while and get it embedded and then you go out and do it." Sam feels he can be a really good physical educator. He reiterated that because of what he has learned it's prepared him to go out and be successful.

Cohort Three: Student Teaching

Positive Change. When the PSTs in cohort three reflected back on their experiences in PE, they fondly remembered their time at the elementary level. As was found among the previous cohorts, the opposite was true of their perceptions of PE at the secondary level. Lauren had heard a lot of negative things about the field of PE when she entered the PETE program. She noted that it was through her observations and field experiences and an excellent, mentoring cooperating teacher, that she had experienced nothing but the opposite of that. Specifically she said,

> I've been lucky enough to go to schools and have mentors that are the complete opposite of PE teachers just rolling out the ball. You make the lesson plans as just as any classroom teacher would; they take it very seriously so…you know what I had heard were the negatives but when I stepped into the classroom I saw nothing but positive things. It has been completely positive and encouraging for me to see that there are people out there who do their best and try and impact their PE

> program as best as they can and they don't just go with the flow like you hear. (Lauren interview)

Anissa, also had experienced negative perceptions, as she revealed that she had decided to be an English major and an EC-12 minor because of the negative perceptions she had of PE in high school. It was not until she began to take classes that she realized PE was different and that she really did enjoy it. In her comments she emphasized,

> My perspective of high school PE going into the PETE program was very negative and that was why I was going to major in English initially, then once I started seeing the importance of physical education it really affected me and my professors really opened up my eyes to a different world of physical education so that made me change my major and now I'm really grateful, I see the importance of physical education so my perspective has definitely changed going into…..or after the PETE program.

She reflected that she wanted to know more about PE and wanted to help change the perspective of PE for others as well.

Confident and Prepared. Like previous research, this study discovered evidence that the student teaching experience is a rite of passage for beginning teachers. The PSTs in cohort three all reflected their nervousness the first time they were required to teach. They also commented that it did not take long for their confidence to grow and for them to become comfortable in their environment. When asked how confident they currently were that they could teach a PE lesson all three responded that they were very confident. Anissa became very comfortable in her student teaching placement, recalling, "I was

terrified and once I was out there a day or two I was so comfortable and dealing with students and it really helped me become, I feel, more……encouraged, and that's something I really wasn't used to." She commented she felt she was ready to start applying for jobs because she knew she could definitely teach PE right away. Also, Anissa felt her coursework was "so beneficial" to the fieldwork and her effectiveness as a PST, as she expressed her gratitude,

> Like I can't even describe, I am so grateful for the field experiences. Each methods class was so beneficial to the fieldwork and I even remember thinking when I was doing my observations and the student teaching, I remember thinking that the coursework had helped me so much and it made sense. Leaving school I was prepared to apply for any job and be comfortable in the teaching field…..I was just so comfortable leaving the PETE program with those field experiences. (Anissa interview)

Kortlin also believed his coursework prepared him for his field experiences. He reflected that, "everything we talked about in the classroom was pretty much word for word than what we would see and experience." Lauren reaffirmed the importance of early field experiences, as she stated that she relied on her past field experiences to help her gain confidence in the student teaching practicum because they had made lesson plans and taught as well as had chances to organize and manage a variety of PE environments, she felt more prepared for student teaching. Lauren liked the sequence of the PE methods classes and how she could build on what she learned from each class, peaking during student teaching, as she said,

> The field experiences I loved, because you're learning in class, you're doing the activities with your fellow peers, but it's completely different when you get into a real live classroom. That is one thing that definitely helped me out and I was really glad we were able to get into the classroom as much as we could. It was nice to actually get in a real classroom environment; it definitely helps to see how they do things and also we had days when we would teach the class ourselves, so it was definitely nice to get in there and see how things were done. (Lauren interview)

Lauren also felt the trajectory of the methods classes allowed her to build confidence. "Without going into the schools and observing and teaching I don't think I would be as confident because I wouldn't know what to expect." Lauren ended by saying she was very confident she would be an effective physical educator because "experience is everything…you know you could spend all day in the classroom, but experience is just the key."

Cohort Profiles

The final portion of the results section collectively utilizes information from the demographic questionnaire, VOI-2, PETES and semi-structured interviews to create a profile of the PSTs by cohort (see Table 10). The profiles utilize entries from my research journal, but also, both conscientiously and unconscientiously draw on my direct experience in the classroom as their instructor. Although multiple steps were taken to minimize my bias as a teacher-researcher (e.g., data audits, having a second researcher conduct the interviews, member checking, a retrospective approach to analysis,

triangulations of data sources), I believe that the inclusion of my perspective as their teacher is valuable and provides a deeper understanding of how PSTs change through participation in this PETE program.

Table 10. Cohort Characteristics

Cohort One	Cohort Two	Cohort Three
• Subjective warrant based on apprenticeship of observation • Lowest SE score • Undefined value orientations • Methods class helped change attitude	• Members differentiated • Began to discover what they valued • Increased concern about K-12 wellness • Evidence of increased confidence	• Strongest values and orientations • Overcome their acculturation • Comfortable and confident • Will induction lead to “wash-out” ?

Cohort One: Novice, Nervous, and Not Sure What to Value

As previously detailed by research question and data source, this cohort had an established subjective warrant that was based upon their apprenticeship of observation. Students in this cohort were clearly in the earliest stages of the teacher career cycle and their pedagogical skills were limited and generally based on their previous PE experiences. At this stage of their professional development, they were unsure of the purpose of PE as they negotiated between perceptions of their early socialization experiences and what I had espoused as their classroom instructor. The students in this

cohort had the lowest initial self-efficacy scores of any cohort, as was evidenced by their nervousness when working with students, especially on site at the elementary schools. PSTs in this cohort increased self-efficacy with just one course. This was just the beginning as they continued to grow professionally and become more efficacious with each course within the program. At the end of the semester, they felt ready for the next step in the planned pedagogical sequence.

The PSTs were unable to express distinct orientations regarding curriculum and instruction. Their interview responses suggested that this stemmed from a lack of understanding of the complexity of teaching. Despite having an unrefined praxis of teaching, the PSTs in this cohort were sure of what they had observed and experienced in K-12 physical education. The PSTs presented overwhelming evidence that secondary physical education was believed to be ineffective and that those with teaching and coaching roles were often observed to be in conflict with one another (e.g., teachers treating the PE student like athletes).

This stage of the PETE program was intensely anxiety provoking and seemingly an unavoidable rite of passage. Although not necessarily reflected in the value orientations questionnaire, the PSTs believed that the first PE methods class helped them to change their attitude, better understand children, and safely attempt teaching their peers and children. Given the magnitude of the coursework (within and beyond the course examined) and the concentration of these experiences, the PSTs considered themselves well prepared for the next step in the sequence. Accordingly, cohort one, the early teacher candidates were novices, nervous about teaching, and largely not yet sure what to think about curriculum and instruction.

Cohort Two: The Middle Child

Members of this cohort were differentiated. There was some noticeable progress and difference over the first cohort, but they were not as well developed in their pedagogical thinking as cohort three. It was a surprise that at this point in the program they were unable to articulate their values. Further, it was a revelation for me, that they did not share my value orientations, which had social responsibility as the highest priority. This could be a case where I was more concerned about the class climate and holding the PSTs accountable for their own development. Whereas, they interpreted my teaching as content knowledge that advanced their teaching skills (e.g., discipline mastery).

Yet, despite the lack of alignment, the students in cohort two began to formulate an idea of what they valued in a PE program. At this stage, they suddenly began to consider the needs of the students. The initial move away from their own need to be involved in sports, that which the profession demands, such as meeting the needs of students. Moreover, the PSTs were concerned about K-12 student wellness and the role of regular physical activity in the pursuit of life-long health and well-being. While these perceptions were not yet formalized as discipline mastery or the learning process, these would be considered known sub-components of such values (e.g., discipline mastery would consider health-related fitness as valuable content in physical education).

There was evidence of increased confidence with this cohort. The additional number of experiences, both in PETE and professional development courses, helped these PSTs gain a quiet confidence when working with children and all were anxious and

eager to embark on the last part of their pedagogical voyage. As I reflect upon my own instruction, I can now see how the secondary experience of teaching in small groups is impactful during this stage of development. As PSTs often do, these PSTs want more field experiences and this is a request that I must somehow balance and navigate as a teacher educator. As such, cohort two is my middle child. Sometimes forgotten and sometime lacking an identity independent of the other cohorts.

Cohort Three: Efficacious, Assertive, and Tempted

Student participants in cohort three had completed the professional development series and were on the verge of actualizing their dream of becoming physical education teachers. As their primary instructor in the PETE program, I have spent most of the last two years indoctrinating them into the teaching profession through a myriad of different experiences intended to prepare them for the rigors of teaching PE in the 21st century. It comes as no surprise then that these PSTs exhibited the strongest values and custodial orientations of any of the cohorts. Their tendency to have a discipline mastery orientation was evidenced not only in their similar beliefs about the importance of lifelong physical activity but also about the importance for students to master fundamental movement skills in order to progress to more specialized sports and activities. It was evident that the students in this cohort had overcome their sense of uncertainty about their beliefs of physical education and navigated their way through previous experiences to assimilate a more sophisticated perspective of the content and pedagogy required of an effective physical educator.

The PSTs had also become comfortable in their own skin; the preponderance of nervousness had given way to a quiet confidence. They seemed to enjoy being in control, realizing that being organized and orderly and having an effective classroom management system was the key to surviving, especially at the elementary level. Being able to gain more experience practice teaching had allowed these students the opportunity to learn from each success and failure. They displayed a readiness and willingness to take on the world as a physical educator.

What remains unclear is whether these individuals will apply their learning and act on their high priority of discipline mastery. During their time in the PETE program, despite my own value orientation being different from the students, I have attempted to encourage and foster the students in cohort three to understand the importance of physical education as a discipline. Yet I worry whether these individuals will regress in their desire to be effective physical education teachers and instead focus on their initial reasons why they entered the field; to become a coach. Given the difficulties and barriers that they will face during their induction year, is the orientation of discipline mastery likely to washout?

Like all parents who worry and wish their child would never leave the nest, I hesitate to let them go, always wondering if I could have done more or if I taught them well. I choose to believe that I have, and I am encouraged these students will value the lessons learned in their PETE program and contribute positively to the physical education profession in the future.

CHAPTER FIVE: DISCUSSION

The findings from this study are not intended to be generalizable to multiple physical education teacher education programs, instead this is a case of one teacher educator's Scholarship of Teaching and Learning, and it is a representation of my reflective practice as both the instructor and researcher. Accordingly, it is left up to the reader to interpret these findings and apply the discussion and recommendations as appropriate for his/her context. The initial goal of this research was to discover the values and beliefs of pre-service teachers toward teaching physical education among three cohort groups within one PETE program. Because this study was conducted as SoTL research project, the outcome of this research has become so much more than a profiling of PSTs.

Occupational Socialization among PSTs of the 21st Century

Like previous occupational socialization studies (Hutchinson, 1993; Doolittle, Dodds, & Placek, 1993) PSTs in this study have values and beliefs about teaching PE are highly related to their acculturation. The attitudes and beliefs of PSTs were influenced by their physical education experiences, their extracurricular sport participation, teachers, coaches and family members, as well as by specific experiences within their PETE program. For many of the PSTs in this study their role models had been their coaches, and accordingly their primary reason for entering the PETE program was to become a coach, like their mentors.

In 1975, Lortie examined the attractors and repellers in PETE as a means to better understand how best to target individuals for admission into teacher education programs.

In short, Lortie wanted to recruit individuals who were mostly likely to become dedicated, effective teachers. Although, it has long been debated within the field how best to attract the greatest talent to this field, particularly given the current emphasis on teacher quality, it is clear that some of the originally identified attractors still hold true in PETE programs of the 21st century. For example, the PSTs desire to continue sports and physical activity participation can be seen here as an attractor, because for prospective physical education teachers, it would be a continuation of their previous experiences. The PSTs in this study who chose physical education as a career, by and large, had positive experiences in physical education and were extensively involved in competitive sports from a young age. The PSTs in this study were also attracted to PETE by family members who were teachers or coaches, by their own teachers and coaches, and because they wanted to 'stay involved with sport' through what was their number one desire, a chance to coach.

As suggested by Dewar and Lawson (1984) the subjective warrant of PSTs should be studied, so that we can attract more individuals who are interested in teaching PE over coaching athletics. Recruits who are more interested in teaching having fewer sport experiences, cite their physical education teacher as why they go into this profession, and possess custodial orientations focused on enjoyment. Sports continuation as a subjective warrant for entering the physical education profession can oftentimes creates a role conflict for those PSTs who wish to coach. As referenced in chapter two, Lawson (1983a, 1983b) theorized there were two kinds of PSTs that were produced by the acculturation process, those with a coaching orientation and those with a teaching orientation. For coaching oriented PSTs, teaching physical education was a career contingency, and their

focus was on coaching extracurricular sport. As such, this present study provides evidence that the teaching and coaching role conflict, in principle, still largely exists. The PSTs in this study did accept that there would be role conflict but expressed a desire to differentiate between their responsibilities as a PE teacher and their responsibilities as a coach.

The PSTs also thought it was important for coaches, who are also PE teachers, to recognize the differences between athletes and PE students and use pedagogical strategies more suited to motivate individuals of all ability levels to lead a healthy and active life, over more consequence directed strategies that may be employed in athletic settings.

The PSTs in the current study felt an important purpose of PE is for students to maintain a healthy lifestyle and remain physically active for a lifetime. However, the content knowledge and disciplinary instructional strategies centered on this topic have evolved well beyond participation in activities that expend energy. There are several ways in which a teacher education program could address this: (a) foster more purposeful connections between course work in exercise physiology and the K-12 physical education students, (b) provide PSTs more extensive instruction in health-related fitness curriculums with less emphasis on historically based programs involving team and individual sports, (c) prepare PSTs to look beyond the traditional roles of the PE teacher and embrace new opportunities to address children's health and wellness. With the Comprehensive School Physical Activity Program (CSPAP) and the accompanying Certified Physical Activity Director (C-PAD) PETE programs can better inform PSTs how they can take a more comprehensive role in coordinating physical activity opportunities during the school day and beyond.

Recently the Institute of Medicine (2013) examined the status of physical activity and physical education efforts within schools. They observed a lack of opportunities for children and adolescents to be physically active and thus recommended improvements were needed throughout the entire school. The committee concluded a "whole-of-school approach", supported by all stakeholders, that fosters and provides access to at least 60 minutes a day of moderate and vigorous physical activity for all students, both during school and before and after school programs. A key finding related to teacher recommended that colleges and universities should provide pre-service training and ongoing professional development training for K-12 classroom teachers and PE teachers to give them the tools necessary to embrace and promote physical activity across the curriculum.

Whether a paradigm shift is needed or perhaps just a new value orientation added, it is clear that promoting physical activity can positively impact children's health and perhaps reverse trends in childhood obesity. The PSTs in the current study felt it important that students maintain a healthy lifestyle and remain physically active for a lifetime, and of all the value orientations perhaps this is one of the most important for children's future.

The VOI-2 data obtained at the beginning of the semester revealed the PSTs in cohort one and two were somewhat confused about their priorities for the five value orientations. Cohort three, student teachers with more experience, exhibited a clear priority for the DM orientation with a low priority for SR. Conversely, the qualitative data indicated most PSTs had definitive beliefs about physical education and its purpose.

In a more recent study of National Board Certified Physical Education Teachers, who are considered to be master teachers in this subject matter, Woods & Rhoades (2010) identified several themes related to subjective warrant among this population: (a) joy of working with children, (b) continued association with sport, (c) lack of coaching aspirations, (d) and a personal enjoyment of physical activity. Some of the PSTs across all three cohorts exhibited these characteristics, while others did not. In this case, there is still work to be done to create a high standard of recruitment into this PETE program, as well as the field at large.

Building Teacher Efficacy and Changing Perceptions

The second objective of this research was to discover how efficacious PSTs were towards teaching a PE lesson. Similar to other teacher efficacy research (Hoy & Woolfolk, 1990; Woolfolk & Hoy, 2000) the PSTs in the current study improved their teaching efficacy throughout their coursework and teaching practicums. Cohort one and cohort two both showed significant gains in efficacy while cohort three, student teachers, did not show a significant gain. This also is line with previous research by Woolfolk and Hoy (2000) demonstrating that during the student teaching semester, the PSTs teaching environments became more complex thus leading to the decreased teaching efficacy levels.

Present in this research study and supported by other research (Gurvitch & Metzler, 2009; Humphries, Hebert, Daigle, Martin, 2012) PSTs listed the time spent outside of the classroom engaged in various field experiences as the most important learning experiences within a PETE program. While many appreciated the information

received in the classroom and supported the congruence between theory and practice, students felt the opportunities to practice teach helped prepare them the most to increase their self-efficacy in teaching PE. This is supported in previous research, such as that conducted by Curtner-Smith (1996), where PSTs value orientations and attitudes were most likely to be affected when field experiences were integrated into methods courses. As a result of the instruction and corresponding field experiences (both teaching and systematically observing others teaching) the PSTs changed their conceptions of teaching and learning, as evidenced in this present study by the transformation across the cohorts.

PETE Program Impact

The third objective of this research project was to discover whether or not PSTs values and attitudes changed as they progressed through the pedagogical sequence. The results of the VOI-2 showed relatively consistent priorities from the first trial at the beginning of the semester until the second trial at end of the semester. These findings are in congruence with the research by Patton (2001) who suggested value orientations remained stable throughout training. Conversely, other studies have suggested that value orientations could be altered and drift toward the orientation of the instructor of the course (Ashey, 1995). For the current study the opposite is true. The instructor of the courses exhibited a high priority for the SR orientation while each of the three cohorts exhibited a low priority for SR. In retrospect, it can be suggested the instructor of the courses, while holding deep beliefs of the importance of the SR orientation, has not transferred those values into the content and pedagogy of the courses.

While the VOI-2 data showed somewhat neutral and stable orientations, the qualitative data proved to be more enlightening. Across the cohorts, interview and course reflection data revealed evidence that secondary PE was "a joke" which may explain why the students do not possess a distinct value orientation to discipline mastery or the learning process in the early stages of being a PST. Their apprenticeship of observation and custodial orientation reinforced attitudes and perceptions that physical educators were not like other teachers, who taught you content, but more like facilitators of workouts, fun, and breaks from academic time. These early beliefs and perceptions tend to be self-perpetuating, strongly held, and resistant to change (Pajares, 1992).

As teacher educators, this leaves us with continuing questions of our effectiveness. Is it enough that we help PSTs directly confront their underlying belief systems about content or pedagogy or should the goal to systemically change the field of physical education, moving from "a joke" in secondary PE to effective programming that influences the behaviors of adolescents? One of Lawson's (1983a, 1983b) original theories posited that PSTs with strong coaching orientations "were too far gone" to be influenced by what he perceived as the relatively weak treatment of PETE. In this one case study however, there seems to be evidence that PETE program messages espoused by the teacher educator has succeeded in modifying the attitudes and perceptions of PSTs socialized as a result of their apprenticeship of observation. For some of the students the critical moment of clarity came when they observed their first quality physical educator teaching a lesson that had meaning and substance, or perhaps listened to a lecture on how the childhood obesity epidemic is creating a paradigm that for the first time in history a generation of children may not outlive their parents. The PSTs appeared to appreciate the

complex nature of PE, the difference between being well prepared and going through the motions and believed in the importance of discovering ways to motivate students.

Perhaps the goal here is not to “win the war”, but just to succeed in battle, making progress with one small victory at a time. This case study is another piece of evidence that PETE can and does affect PSTs with moderate to strong coaching orientations. Having a philosophical purpose and sharing it with students, focusing on effective teaching behaviors, and providing ample opportunities to hone their craft is key to being successful in shaping PSTs attitudes and beliefs. It can be worrisome however if teacher educators and recruits don’t compare and fully debate both belief systems. With this lack of transparency PSTs may continue to hold on to custodial reinforced belief systems and continue to resemble their former teachers and coaches far more than their PETE programs.

As inferred in the previous paragraph systemic, comprehensive reform is risky, difficult and time consuming, but nonetheless, perhaps something that we should consider, one PETE program at a time.

> The need for significant reform and, indeed, transformations begin with the due recognition that today’s schools are industrial age institutions. PE has been developed, organized and conducted to conform to this industrial age logic. Both PE and schools are out-of-step with today’s global societal realities, needs and opportunities. Both need to be reformed and even transformed (Lawson, 2009, page 93).

Even though, I am a passionate teacher educator, who is empathetic to those early career teacher candidates who have a coaching-first orientation, it is unclear how the findings from this present study will directly contribute to the larger body of literature regarding reform in PETE. As you will read in the epilogue this research study has been transformational for me, but I wonder how many teacher educators will never take a chance and learn from his/her own students. I am curious about how many teacher educators will never take the risk to examine their own program, by gathering evidence from the students whom the program is designed to serve. Further research is warranted and is likely highly timely given the reductions in K-12 physical education opportunities over the last 15 years. As suggested by John Goodlad (1996), a simultaneous renewal is necessary, where future teachers, practicing teachers, and teacher educators alike, examine their own practice.

Implications/ Recommendations

Given the findings from this research study there are several recommendations for PETE programs and research: (a) PETE faculty should be well aware of their PSTs acculturation, especially those that are oriented toward teaching and coaching, as early as during the phase of recruitment into the program. If a coaching orientation is identified then perhaps the students should experience a sport pedagogy focused program over a program that more traditionally focuses exclusively on the beginning teacher standards leading to teacher certification. After all, society loves sport and is in need of highly effective coaches. PETE faculty should continue to monitor and assess their student's perceptions of PE as they progress through the planned sequence of pedagogical courses, (b) this study showed that efficacy in teaching PE increases over time for PSTs. Armed

with this knowledge, PETE programs can carefully plan the amount and type of field experiences offered for PSTs at all levels of the PETE program. Future research should further investigate these two constructs to identify the ideal experiences that lead to developing teacher efficacy and skill, (c) researchers interested in developing value orientations should employ qualitative data collection techniques to get a more accurate portrayal of PSTs thoughts and beliefs. The VOI is a forced-choice format and it could introduce ideas and concepts that students have not encountered and are unfamiliar with (d) to get a more accurate picture of the evolution of PSTs attitudes and values throughout a PETE program researchers should employ true longitudinal methods instead of a cross-sectional snapshot across one semester, and (e) additional follow-up studies of program graduates would allow PETE programs to gather information on how the values developed in PETE transfer into the workplace. This in turn would aid decision-making within the PETE program, potentially improve effectiveness and possible reduce the likelihood of burnout and attrition among PE teachers.

Strengths of this Research

While there were many hurdles encountered with the study, there were many strengths and unique components that also led to its success. First, the use of a case study approach substantiated that there may be changes PSTs beliefs as they progress through a teacher education program. Case studies have proven particularly useful for studying and evaluating educational programs, and it allowed the researcher to focus on one PETE program and its impact on its PSTs. The qualitative data used in this study allowed the researcher to provide a rich and holistic account of the values and attitudes of PSTs which in turn contributed to the cohort profiles seen at each educational level. Because of

the use of the SoTL research design, authenticity of the interview data was paramount. This became a strength of the study through member checking, the use of a co-rater and consistent peer debriefing with members of the research team.

Another strength of this study was its ability to examine the value orientations of three different cohorts of PSTs at three different time points within their PETE program. There has been little research that has examined the beliefs and value orientations of PSTs, and there is even less research on what point during the PETE program PSTs' orientations change. The study adds not only to the socialization literature specifically as it relates to acculturation and recruitment of PSTs into the PETE program, but also the value orientation literature and the influence values have on teacher decision making.

The use of the PETES, a relatively new teacher efficacy measurement was a unique contribution to this study. As research on teacher efficacy has evolved it has become increasingly more important to choose efficacy measures that are specific to subject matter and focusing on specific components of the teaching process. The one existing PE teacher self-efficacy instrument was narrowly focused, examining teachers' efficacy to teach PE lessons with high levels of physical activity. The PETES was a broader, more multi-dimensional teaching efficacy instrument specific to personal teaching efficacy for physical education. It allowed the researcher to gain a more complete picture of PSTs perceived efficacy strengths and weaknesses overall and for each factor.

Finally, the employment of the SoTL research design allowed me to be both scholar and a teacher educator. I was able to examine my performance as a teacher

educator as well as my impact on student learning. This underutilized approach fostered improved expertise in my field, further develop my pedagogical expertise and allowed me to gain meaningful knowledge that will aid in PETE program decision making.

Limitations of this Research

One limitation to the study was the sample size, especially when broken down by cohort. The sample size did not permit the use of advanced quantitative analysis for the VOI-2 and the PETES used in the study. There were also instances where students did not turn in surveys that were used for in class assignments thus reducing the amount of data available for analysis.

Perhaps the most evident limitation of this study was the dual role of the primary investigator as the instructor of record for the students enrolled in each of the three classes involved in this study. Although multiple steps were taken to minimize bias of the study (e.g., data audits, having a second researcher conduct the interviews, member checking, a retrospective approach to analysis, triangulations of data sources) it will be difficult for some to overcome the perception of bias. Because this study employed the SoTL approach, it is important to point out that findings from this study are not intended to be generalizable to multiple physical education teacher education programs. Accordingly, it is left up to the reader to interpret these findings and apply the discussion and recommendations as appropriate for his/her context. However, despite these limitations, given the unique design, this study does show how attitudes, values and beliefs, change among the individuals in one physical education teacher program at a private Baptist institution in the southern United States.

Epilogue

I would venture to say that everyone at some point and time searches for meaning in their life. My first passion was coaching, and it consumed me most of my adult life. This story however is about how one 'coaching oriented' teacher educator discovered a passion for a discipline that had been in the background for over 30 years.

When the time came to decide on a dissertation topic, two pearls of wisdom came my way. The first was 'choose something easy so I can get done quickly'. Although true, it was not necessarily the most widely accepted perspective among the UT PETE faculty. The second was to choose something that I was passionate about because I would be devoting an inordinate amount of time and effort to the undertaking. Well, I was able to see one of those suggestions through, but it was not easy for me because it was extremely difficult to decide on a dissertation topic. Each class that I enrolled in and each paper I had to write opened up new worlds of knowledge that I had forgotten over the many years or that I had yet to discover. When the moment arrived and I could no longer put the discussion of a topic aside, I repeatedly came back to the idea of what the students at my university thought about teaching PE and was it in line with the epiphany that I had been privy too based on my new-found knowledge? Could my students embrace a different paradigm than perhaps what they had experienced or observed? This, I felt, was worthwhile research. This I knew would tell me if I was succeeding in changing custodial attitudes and perceptions that I was sure my students possessed. This became more than something I wanted to know, it became something I needed to know and this became my passion.

Being less experienced in research than many of my doctoral colleagues, I had no idea of the firestorm that would ensue when I first revealed that I wanted to conduct inquiry on my own students in my PETE program. I was told many times that my idea would never get past the IRB process, and in hindsight, it nearly didn't. Each avenue I took there always seemed to be a roadblock that waylaid my journey and cost me precious time. But, I readjusted my route each time and eventually with the help of many wonderful people the study was approved and the work began in earnest.

Fast-forward to perhaps the most exciting point in this process for me, and that was seeing the data that had been collected for the first time and finally discovering what my students thought and felt about teaching PE. Looking at the numbers that played out through the quantitative analysis of the surveys and questionnaires was impressive, but nothing could have prepared me for the mountain of knowledge I gained after transcribing and reading the participant interviews. I had initially been nervous about what I might discover in the interviews. After being told that I would not be able to participate in the interview process itself, I wasn't sure what to expect. I could not have been happier however with the insight put forth by all of the students who participated in the interview. I was overwhelmed, because in each paragraph and each sentence I read, from each student in each cohort, I could see many of the same values and attitudes towards teaching PE that I talk about each day, and it was coming through in the voices of my students. Also satisfying was the PSTs growth in self-efficacy in teaching over the course of not only the semester, but throughout the program. Each expressed that they had been well prepared and were confident they could be an effective physical education teacher. Was it too much to hope for that I was making a difference?

As the dissertation process is drawing to its inevitable conclusion I feel secure that I (forgive me for using a sports reference) “laid it all on the line and gave it everything that I had”. I am sure that many research pundits will not see the value in this line of research study because it lacks empirical validity and because it lacks generalizability. I know, and will always know, that for me it has purpose, it has relevance and it has meaning. I hope in time others will feel that way as well. What a way to indulge in your passion, and it’s much better for you than eating ice cream.

APPENDIX A

Demographic Questionnaire

1. Are you (Please check one): _____Male or _____Female

2. What was your age on your last birthday? _____

3. What is your year in school? (Please check one)
_____Freshman
_____Sophomore
_____Junior
_____Senior

4. Have you transferred from another college or university?
_____Yes _____No

5. Are you ___(Please check all that apply)
_____White _____Latino or Hispanic
_____African American _____Asian American
_____Native American _____Pacific Islander
_____Other (Please specify) _____

6. What is your current major field of study?
_____

7. Have you ever changed majors?
_____Yes _____No

8. Do you have a minor specialization? If so please indicate what field is your minor.

_____

9. Have you taken a physical education methods class before?
_____Yes _____No

10. If Yes, please indicate the course(s) and semester (s) in which you were enrolled.

_____

11. Are you currently enrolled in a professional development (Education) course or courses?
_____Yes _____No

If yes, please list the course or courses.
_____

12. Please list all the professional development (Education) courses that you have taken before this semester.

_____
_____
_____

13. Do you have any previous experience in teaching? (Please check one)
_____Yes _____No

14. If yes, please briefly describe what kind of teaching experience you had. (Camp counselor, coach, peer or mock classroom teaching, etc.)

_____
_____
_____

15a.Which of the following best represents the amount of time you attended physical education class.
_____Never
_____All grades
_____Elementary
_____Secondary

15b. If you participated in physical education, how would you classify the experience?
_____Positive
_____Negative
_____Null

16. Did you play organized sports in school?
_____Never
_____In junior high and high school
_____In College

17. Did you play non-organized sports? (Club soccer, Little League, Pop Warner, etc)
_____Yes _____No

18. Briefly describe what attracted you to the physical education teaching profession?

_____
_____

19. Which of the following has been the greatest influence on you becoming a physical education teacher?
_____School coach _____Father
_____PE teacher/Coach _____Mother
_____PE teacher _____Siblings
_____Peers _____Other

APPENDIX B

Value Orientation Inventory

Below you will find groups or sets of statements that describe goals for students in physical education. Because of limitations in class time, facilities, equipment, and scheduling, etc., we often have to make hard choices about which goals are most important for students in our physical education classes.

Please read the items in each set and rank them from 5 (most important) to 1 (least important). Although some items in the various sets may seem similar, they express different goals that physical educators believe are important. Your rankings will be used by your university to evaluate coursework and other support services to assist you in accomplishing your goals for becoming a physical education teacher.

Directions:

1. Carefully read all of the statements in each set before answering.

2. Consider the importance of each statement to you when planning and teaching students in your physical education classes.

3. Assign your priority (5 to 1) by ranking each statement.

4. Place a "5" next to the statement that is **most** important in your planning and teaching, a "4" next to the statement that is second most important and so on through number "1" which is the statement of **least** importance when compared to the others.

5. Please give **each** of the statements in the set a **different** number, even when this is difficult.

SET I:

_____1. I teach students rules and strategies for efficient performance in games and sport.

_____2. I guide students to find a balance between their personal abilities and the goals of the team.

_____3. I teach students that disruptive behavior limits others' abilities to learn.

_____4. I teach students to select goals consistent with their unique abilities.

_____5. I teach students to solve problems by modifying movements and skills based on the demands of a given situation.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET II:

_____6. I teach students to use class content to work productively alone and in group situations.

_____7. I teach students to work together to solve class problems.

_____8. I teach students the processes associated with learning new skills.

_____9. I teach students to select tasks that they value and enjoy.

_____10. I teach students to move effectively when performing skill and fitness tasks.

SET III:

_____11. I teach students that differences in body size, height, and weight can lead to differences in performance.

_____12. I encourage students to be the best they can be.

_____13. I teach students to balance their own needs with those of their classmates.

_____14. I require students to practice the skill, sport and fitness activities that I introduce in class.

_____15. I evaluate students based on their effort in class.

SET IV:

_____16. I teach students the basic concepts necessary for effective performance in games, sport or fitness activities.

_____17. I urge students to be patient with others who are learning new skills or strategies.

_____18. I teach students to appreciate efficient performance in skill, sport and fitness activities.

_____19. I teach students challenging activities that may foster lifetime participation.

_____20. I teach students to complete tasks so they will learn responsibility.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET V:

_____21. I allow each student to express personal preferences for class activities.

_____22. I teach students to think carefully about the rules to be sure that all students have an equal chance to play.

_____23. I plan classes so that students can select from different activities to find those that are
meaningful to them.

_____24. I teach students to apply their understanding of basic movement, skill and fitness concepts to the development of their own sport and exercise program.

_____25. I include grade-appropriate information about moving and exercise from such areas as anatomy, kinesiology, and exercise physiology.

SET VI:

_____26. I teach students to use the abilities of every member on their team.

_____27. I encourage students to participate in a variety of activities to gain a greater understanding of themselves.

_____28. I teach students skills so they will enjoy playing sports and games.

_____29. I teach students to observe their partners' movements and offer feedback to improve performance.

_____30. I talk with students about problems they sometimes have with their classmates and help them to work out solutions.

SET VII:

_____31. I sequence tasks so that students can understand how each physical activity contributes to their fitness or skill performance.

_____32. I teach students to be positive and supportive when speaking with other students.

_____33. I teach students games, sport, and fitness activities so they can participate with others.

_____34. I teach students to select activities that are important to them.

_____35. I teach students to share their knowledge to solve group problems.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET VIII:

_____36. I teach students that group goals, at times, are more important than their own individual needs.

_____37. I encourage students to enjoy learning skills, games and fitness activities.

_____38. I teach students to look to the future and learn activities for participation after they finish school.

_____39. I reward students who try to perform even when they are not successful.

_____40. I teach students how to correct their own mistakes.

SET IX:

_____41. I plan so that students must combine several movements or skills to solve movement
problems.

_____42. I teach students to work together to make our class a better place to be.

_____43. I teach students about principles and concepts of exercise and movement that everyone needs to know to lead a healthy life.

_____44. I teach students to make decisions about activities they would like to learn for the future.

_____45. I teach students to take responsibility for their own actions.

SET X:

_____46. I plan so that classes reflect an emphasis on social interaction, personal success and effective performance.

_____47. I teach students to appreciate the benefits of movement, skills, and fitness in an active,
healthy lifestyle.

_____48. I plan units so that students add new performance skills and knowledge to those that were learned in earlier units.

_____49. I encourage students to experience new activities that they have never tried before.

_____50. I teach students to be aware of differences in ability in our class and help others who need assistance.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET XI:

_____51. I teach students to enjoy and protect the natural surroundings when we have class outside.

_____52. I challenge students to learn new things about themselves.

_____53. I teach students to use many forms of feedback to improve their movement, skill and fitness performance.

_____54. I teach students to create a better class environment by talking through problems rather than fighting.

_____55. I teach students to become skilled and fit.

SET XII:

_____56. I teach students the most effective way to perform specific movements and skills.

_____57. I teach students to work independently on activities.

_____58. I teach students that gradually increasing task difficulty will lead to improved performance.

_____59. I teach students to try new activities to find ones that they enjoy.

_____60. I plan so that lines, teams and squads in my classes include a mixture of boys and girls.

SET XIII:

_____61. I teach students to work positively with other students of different sexes, races or abilities.

_____62. I teach students to find activities that they enjoy doing or find useful.

_____63. I point out to students ways in which a new skill is similar to a skill we have already learned.

_____64. I include activities that represent specific interests and abilities of students in my classes.

_____65. I teach students to perform exercise skills and movement fundamentals correctly.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET XIV:

_____66. I teach students to test themselves to identify their own strengths and weaknesses.

_____67. I create a class environment where students can feel physically and emotionally safe.

_____68. I teach students to monitor and improve their own performance based on specific criteria.
_____69. I guide students to assume responsibility within our class community.

_____70. I teach students why skills are best performed using specific techniques.

SET XV:

_____71. I plan group activities so that students from different cultural backgrounds will learn to
appreciate each other.

_____72. I require students to spend class time practicing games, skill and fitness activities emphasized in the daily objectives.

_____73. I talk with students about their concerns and help them participate in the activities they feel are most important.

_____74. I balance my curriculum so that students learn about their own capabilities as well as the capabilities of others.

_____75. I teach students to apply skills in appropriate game and exercise situations.

SET XVI:

_____76. I teach students to explore many alternatives to discover the right way to perform.

_____77. I teach students to ask questions about content that is meaningful to them.

_____78. I teach students about the positive effects of exercise on their bodies.

_____79. I teach students to try difficult tasks to better understand their own abilities.

_____80. I teach students that when they create rules that are not fair for everyone, they should stop and decide how to change them to make them fair for all.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

Set XVII:

_____81. I teach students to develop their own rules that are fair and safe for all.

_____82. I teach students to perform complex skills by combining simple movements.

_____83. I teach students to select the best option or strategy to balance their needs with those of their team.

_____84. I teach students to work independently to complete movement, skill and fitness tasks.

_____85. I plan so that students exercise at optimal frequency, intensity, and duration levels to improve their fitness.

SET XVIII:

_____86. I plan so that students are practicing skills, games or fitness tasks.

_____87. I teach students how to break down movement, skill and fitness tasks to emphasize the most critical components for learning.

_____88. I teach students to question me and other classmates about what we are doing and why we are doing it in a particular way.

_____89. I teach students to use skills learned in class to help their team.

_____90. I plan so that students may select the most challenging and relevant tasks from among several options.

APPENDIX C

Physical Education Teacher Efficacy Scale (PETES)

	For each of these items, rate how confident you are that you can do them now, or the extent to which you agree with each statement, on this 1-to-10 scale. Consider your abilities as of. Cannot do — Moderately certain I can do — Highly certain I can do 1 2 3 4 5 6 7 8 9 10 Disagree — Neutral/moderate — Agree
1.	I know a lot about racquet/net games such as badminton and tennis, and can teach them effectively.
2.	I know a lot about lifetime/recreational games (such as horseshoes, croquet, disc games, cooperative and challenge activities), and can teach them effectively.
3.	I know a lot about swimming and water safety, and could teach it effectively.
4.	I know a lot about outdoor recreation activities (such as camping, canoeing, biking, orienteering), and can teach them effectively.
5.	I know a lot about fitness and can teach it effectively.

6.	I know a lot about fundamental motor skills (manipulative and locomotor) and can teach them effectively.
7.	I have a good grasp of exercise science concepts (from Exercise Physiology, Biomechanics, Motor Learning, and Sport Psychology) and can apply them to teaching PE.
8.	I know what the NASPE standards are, and can plan and teach toward them.
9.	I know how first graders are different from fourth graders physically, cognitively, socially and emotionally.

10.	I can plan skill sequences so that tasks go from easier to harder in small steps.
11.	When I watch someone perform a skill, I can see if they are doing it right or what they need to correct.
12.	If someone is having trouble performing a skill, I can tell and show them what to do to get better.
13.	If one of my students were having trouble with a drill, I know ways to change it to make it easier for them.
14.	If a drill was too easy for a highly skilled student, I can easily change it to make it more challenging.

15.	If I had a student with vision problems in one of my PE classes, I can find ways for the student to participate with the rest of the class successfully.
16.	I know how to include a student with cerebral palsy in a regular PE class.
17.	I know what to do with a student with mental retardation in my regular PE class.
18.	I know how to effectively teach students with emotional or behavioral problems who were in my PE class.
19.	I know how to effectively teach a student with ADHD (attention deficit hyperactivity disorder) in my PE class.

20.	I am able to help children from poverty backgrounds have a successful PE experience.
21.	I can get my students to respect and cooperate with each other.
22.	I can organize and run active classes safely so that students are not likely to get hurt.
23.	I can demonstrate and explain a skill/drill so that the class understands what to do.
24.	I can use questions or activities to get kids to think critically or solve problems.
25.	I can use clear teaching cues that help students remember and understand how to do a skill correctly.

26.	I understand assessment concepts (such as validity, reliability, and authentic assessment) and can use them in teaching PE.
27.	I can use assessments both for grading my classes and to help me plan.
28.	I can make up rubrics to assess student learning of skills or game play.
29.	My grades reflect how well students have learned what I wanted them to learn.
30.	I can change a lesson as the day goes on based on how the lesson is working.

31.	I can use the internet to plan lessons.
32.	I can integrate technology if I have it (such as video and sound systems) into my teaching.
33.	If my principal wants to see me use technology such as computer programs or audiovisual equipment in PE, I can do it.
34.	I often use e-mail and the internet to find or share ideas about PE.
35.	I am aware of technology-based equipment and computer programs for PE, even if I don't have it.

APPENDIX D

Informed Consent for Personal Interview

Physical Education Teacher Education (PETE) Pre-service Teachers' Attitudes, Values, and Beliefs Surrounding Teaching Physical Education

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Curriculum and Instruction (graduate student)
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Information and Purpose:
The interview, for which you are being asked to participate in, is a part of a research study that is focused on gaining a better understanding of how future teachers perceive teaching physical education. There is also interest in how these perceptions change as a result of specific coursework in the physical education teacher education program at the University of Mary Hardin-Baylor.

You're Participation:

- The interview for which you are being asked to participate in will last approximately one hour.
- You will be asked a series of questions about your attitudes and beliefs toward teaching physical education.
- You are not required to answer the questions and you may pass on any question that makes you feel uncomfortable.
- At any time you may notify the researcher that you would like to stop the interview and your participation in the study.
- There is no penalty for discontinuing participation.

Benefits of You're Participation:
The benefit of your participation in this interview will be gaining a better understanding of your personal attitudes and beliefs towards physical education and your confidence in teaching it.

Risks:
Because I am your instructor and the researcher of this study, there is the risk of coercion and retaliation. Every effort will be made to insure this will not occur. For your peace of mind and your protection, please read and initial the following statements outlining how your rights will be guarded.

_____I understand that I am not required to participate in the study as part of the requirements for EXSS _____.

_____I understand that my grade in EXSS will not be impacted (either positively or negatively) by my participation, the information I provide for the research study, or my responses to questions.

_____I understand my grades in any future EXSS course will not be impacted by my participation in the study.

_____I understand that no judgments about me as a student or pre-service teacher are being made by Ms. Wallace based on my responses.

Confidentiality:

- The interview will be tape recorded; however, your name will not be recorded on the device.
- Your responses will be transcribed and returned to you via email to check for accuracy.
- Your name and identifying information will not be associated with any part of the written report of the research.
- All of your information and interview responses will be kept confidential.
- The digital files and transcriptions will be kept on a password protected computer in a locked office.
- The researcher will not share your individual responses with anyone other than approved research members.

You are making a decision about participating in this study. Your signature below indicates that you have read the information provided above and have decided to participate in this interview. If you later decide that you wish to withdraw from the study, please contact the principal investigator or the research assistant.

I, the undersigned, hereby consent to being interviewed for this research study. A second copy of this consent form will be provided for your records.

_____ _____

Research Participant Signature Date

_____ _____

Co-investigator Signature Date

APPENDIX E

Semi-Structured Interview Protocol

The following protocol represents the format and sequence for conducting the semi-structured interview to collect information pertaining to attitudes and beliefs of teaching physical education from a participant.

Introduction
Interviewer:

Hi _____, I appreciate you taking the time to speak with me today. I'm collecting information concerning the attitudes and perceptions of pre-service teachers as it relates to teaching physical education. I feel the information from this study will help inform not only Ms. Wallace's teaching, but the physical education teacher preparation program at UMHB.

I would like to tape record what you have to say so I don't miss any of what is said. These records will more accurately represent what is said and help me to authentically interpret your words. I will also type your responses and return them to you to check for accuracy. Before we start I want to assure you that as a participant you have some rights. First, your participation in the interview is completely voluntary. You may refuse to answer any question that makes you uncomfortable, or you may withdraw from the interview at any time without consequence. Based upon your answers this interview will likely take just about an hour to complete.

I also want you to know the interview results will be strictly confidential. Excerpts of the interview may be published or made public, but your name or any other identifying details will not be revealed. The only people who will have access to the complete tape and transcript will be the research team.

Do you have any questions right now about what I'm doing, why I'm doing it, or what I will do with this information? If you have any as we go along, or after the interview is over, please feel free to ask them. Are you ready?

Icebreakers:
1. Tell me something about your background like where you're from, and did you participate in athletics?
2. Why did you choose to major in the EC-12 or All-Level Physical Education degree plan? Where there any particular factors have influenced your decision?

Beliefs about Teaching PE
3. Thinking back to your past school years, how would you describe your K-12 physical education experience? What do remember about your (a) elementary (K-6) physical education program? (b) middle/junior high program? (c) high school program?
4. Based on your past experiences and current knowledge, what are your beliefs about the purpose of physical education? What does a physical education teacher do? How do you

think your past experiences have influenced your attitudes and perceptions of physical education?
5. If you are planning to coach a sport, how do you feel this will affect you as a physical education teacher? Do you anticipate any conflict?
6. Think about your attitude toward physical education when you entered the physical education teacher education program at UMHB, has your thinking changed since then? If so, how? Where there specific events that changed your thinking? Why/why not?
7. Today, if you were to create the ideal physical education program, what should be the most important purpose of (a) elementary physical education? (b) middle/junior high school physical education? (c) high school physical education program?

Teaching Physical Education:
8. Describe what kind of field experiences you have had so far in your education classes and your EXSS classes at UMHB. Have you done any peer teaching? What about practice teaching in the schools?
9. Tell me how you felt in these field experience situations. Were you confident? Were you nervous?
10. How do you feel your coursework at UMHB prepared you for your field experience situations? Based on your current knowledge and experience, was there a certain class or a specific experience you felt prepared you the most?
11. Based on your current knowledge and experience, how confident are you in your abilities that you can be an effective physical education teacher?
12. If you could change the PE teacher education program at UMHB so that PE teachers would be better prepared and more effective what modifications would you make?

Is there anything that you would like to add to the interview about your experience in the physical education teacher education program at UMHB that I did not ask about or that you thought would be good to mention?

Interviewer:
Thank you for taking the time to share your insights with me. I will send you a copy of the transcribed interview within the next few days so you can read it over and amend any of your responses if you like.

APPENDIX F

Sample Email Recruitment Script

Hello,

My name is Janice Wallace and I am an assistant professor here at the University of Mary Hardin-Baylor and a Ph.D. student at the University of Texas. In the 2012 fall semester I had the pleasure of teaching you in EXSS 4340, EXSS 4341, or EXSS 4104. I am writing this email to inform you that I am conducting a study that examines the attitudes and beliefs of pre-service physical education teachers just like you, and I would like for you to participate in an interview for my dissertation.

The information gathered will help inform not only my teaching but the physical education teacher education program at UMHB. Participation in this study is completely voluntary and all information obtained will only be shared between approved members of the research team.

Your decision to participate will not affect your current or future academic status with me or the University of Mary Hardin-Baylor and you may also withdraw your consent at any time.

If you would like to participate in this study and the interview, please come by my office (Room 2265) in the Mayborn Campus Center at your convenience to read the required consent forms. If you would like further information please don't hesitate to contact me at the phone number and email address listed below.

Thank you!

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